

Childminder Report

Inspection date

8 February 2017

Previous inspection date

17 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder knows the children's individual levels of development and interests well. She observes the children as they play and makes accurate assessments about what they know and can do. Children make good progress in their learning and development.
- The childminder supports the children's emotional needs effectively. She forms warm and caring relationships with children. The childminder manages children's behaviour in a calm and sensitive way. She works closely with parents to support young children's continued good health and consistency in care.
- The childminder provides children with regular opportunities to be active. Children enjoy daily opportunities to practise their physical skills, such as when they play in the garden and visit the local park and nature areas.
- The childminder effectively evaluates her strengths and areas she can improve. She accurately reflects on her practice to support continuous improvement. She keeps up to date with guidance and uses this new knowledge to further support children's learning.

It is not yet outstanding because:

- The childminder has not extended her partnership with parents to include giving them ideas regularly on how to support their children's learning at home.
- There are inconsistent opportunities for children to find out about people and communities beyond their immediate experiences.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- share more ideas on how parents can support their children's learning at home, to build on partnerships with parents as effectively as possible
- widen the opportunities for children to understand about similarities and differences between themselves and others in the wider community.

Inspection activities

- The inspector viewed the areas of the premises used for childminding purposes.
- The inspector looked at samples of children's assessment folders and records, and a range of other documentation.
- The inspector discussed the process of self-evaluation with the childminder and how she obtains the views of all those who use her provision.
- The inspector and the childminder jointly evaluated an activity together.
- The inspector discussed the children's development with the childminder.

Inspector

Melissa Cox

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is aware of what she must do in the event of a concern about a child in her care. She ensures that she has the most up-to-date knowledge of the procedures to follow to protect a child's welfare. The childminder supervises children very well and teaches them to manage their own safety from a young age. She tracks children's progress effectively, and identifies and closes any gaps in children's learning. The childminder builds strong partnerships with other settings children attend to support consistency in their learning and development.

Quality of teaching, learning and assessment is good

The childminder has a secure understanding of the young age group she is working with. She plans effectively for what children need to learn next and provides good quality learning experiences that they enjoy. The childminder promotes children's language and communication well. For example, she engages children's attention very well during a singing and rhyme time. Young children listen intently and eagerly join in with familiar parts of the song. The childminder actively engages in children's play and supports younger children to explore and play with different toys. For example, she encourages children to build and count as they play to increase their understanding of number.

Personal development, behaviour and welfare are good

Children are cared for in a secure and safe environment. The childminder's strong settling-in procedures help all children, particularly babies, to quickly feel at home. Children form strong emotional attachments with the childminder and show they feel safe in her care. They behave well and they develop new skills with increasing confidence. Children enjoy the responsibility of carrying out tasks, such as tidying away toys. The childminder supports children's good health effectively. For example, she gives parents tips on weaning and ideas on how to encourage a balanced diet. Children develop their social skills and confidence, such as through mixing with others at music groups.

Outcomes for children are good

All children make good progress. They listen attentively to stories and follow simple house rules. Children are confident and self-assured. They become increasingly independent and they make decisions for themselves and lead their own learning. Children develop a wide range of important skills for their future learning and the move to school.

Setting details

Unique reference number	148476
Local authority	Wokingham
Inspection number	1061517
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	17 April 2013
Telephone number	

The childminder registered in 1992. She lives in Lower Early, near Reading, in Berkshire. She provides care from Monday to Friday, all year round.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

