

Childminder Report

Inspection date

24 May 2018

Previous inspection date

27 July 2015

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

- Children build strong relationships with the childminder. They are settled and secure in her care, which helps to develop good levels of emotional well-being.
- The childminder interacts well with children. During activities she uses their interests to ask questions to extend their learning further. For example, when they saw a bee in a book, she asked them what bees produce. Children knew that bees collect pollen from flowers to make honey.
- Older children gain the skills they need for school. For example, they learn to dress and undress independently, and independently manage their own personal care routines.
- The childminder effectively reviews her practice. She works well with her co-childminder. They regularly share information about children, agree on their next steps and plan suitable activities to help children to make further progress.
- The childminder completes training and takes advice from her co-childminder to help ensure she develops professionally and keeps her knowledge up to date.

It is not yet outstanding because:

- Sometimes, the childminder misses opportunities to encourage older children to explore numbers and use counting during their play.
- The childminder does not make the best possible use of information sharing from parents, to help her to establish children's starting points, and plan for their initial next steps.

What the setting needs to do to improve further

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

- extend the opportunities for older children to explore numbers and use counting during their play
- build on how information gained from parents is used to assess children's starting points precisely and plan for their initial next steps more sharply.

Inspection activities

- The inspector observed the interactions between the childminder and the children, and considered the impact this has on their learning.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector discussed with the childminder how she keeps the children in her care safe.
- The inspector viewed documents, including the childminder's paediatric first-aid certificate and public liability insurance.
- The inspector viewed the areas of the home used by children.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has completed relevant training and is aware of her role in keeping children safe, including the action to take if she is concerned about a child's well-being. Good relationships and communication with parents help to ensure that children's needs are well met. For example, the childminder invites parents to attend meetings to enable her to share information about children's learning and development, and suggest ways that they can support them further at home. She has good partnerships with other settings that children attend, such as pre-schools. They work closely together to offer, support, and share information about children to help provide continuity in children's care and learning. The childminder is conscientious about keeping children safe. She completes regular checks to ensure that the environment and resources are suitable. Regular fire drills help children to understand how to keep themselves safe and know what to do in an emergency.

Quality of teaching, learning and assessment is good

The childminder knows the children well. She monitors children's outcomes effectively, to help identify any gaps in their progress and plan additional support to help them to catch up. She uses technology effectively to help children to find things out. For example, following an activity involving planting sunflower seeds, she showed them sunflowers on the internet and they talked about what they look liked and how tall they will grow. The childminder used this opportunity to use a tape measure to show the children how tall they will become when fully grown. Children commented that the sunflowers will be taller than them and their parents.

Personal development, behaviour and welfare are good

The childminder effectively supports children's positive behaviour. Older children take responsibility, such as being a noise monitor, to help them to reinforce good behaviour and act as positive role models to younger children. Children behave well and develop good social skills. They make good friendships and are kind and considerate to others. For example, when another child hurt themselves, the other children asked if she was okay and offered reassuring words. The childminder supports children in understanding the importance of leading a healthy lifestyle. For example, she encourages children to make healthy food choices and follow robust hygiene practices, such as regular handwashing.

Outcomes for children are good

Children make good progress from their starting points. They engage happily in their play and show motivation and confidence from a young age. They play well together, sharing ideas and developing strong friendships with other children. Children develop the skills that prepare them well for the next stage in learning and their move to school. For example, they follow instructions, complete tasks and make independent choices in their play.

Setting details

Unique reference number	148482
Local authority	Wokingham
Inspection number	1127218
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	27 July 2015
Telephone number	

The childminder registered in 1995. She lives in Reading, Berkshire. She operates from Monday to Friday between 7.30am and 6.30pm, for 48 weeks a year, with occasional overnight care available. The childminder works alongside her husband, who is also registered as a childminder. The childminder receives funding to provide free early education for children aged three and four years.

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Piccadilly Gate
Store St
Manchester
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