

Childminder report

Inspection date	10 January 2019
Previous inspection date	28 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 is kind, caring and sensitively supports children. She develops warm, positive relationships with children. Children form strong bonds with her. They feel secure and settle easily in her care.
- Partnerships with parents are good. The childminder establishes a positive rapport with parents and communicates with them effectively about their children's care and learning needs. This supports a consistent approach to supporting children's needs.
- The childminder provides a good range of activities and resources that support children's ongoing learning and development. She accurately assesses their progress and what they need to learn next. Children make good progress.
- Children benefit from plenty of fresh air and exercise. For example, children enjoy outings to outdoor spaces where they challenge their physical skills, such as through running and climbing.
- At times, the childminder does not make the best possible use of children's interests, to help her plan activities that engage children more effectively and support their learning further.
- The childminder does not monitor and reflect on the quality of her practice precisely enough, to help her identify further ways to improve her teaching and tailor this more effectively to raise children's outcomes to a higher level.

What the setting needs to do to improve further

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

- develop the use of children's interests to plan activities that engage them across all areas of learning to build on their progress even further
- develop the monitoring of practice to identify ways to improve teaching and help children make even better progress.

Inspection activities

- The inspector observed the childminder interacting with children during play and activities.
- The inspector spoke to the childminder and children during the inspection at appropriate times.
- The inspector viewed the areas of the childminder's home used for childminding.
- The inspector carried out a joint observation process with the childminder.
- The inspector sampled documentation, including evidence of suitability and children's records.

Inspector

Sheena Bankier

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder carries out regular risk assessments of her home and supervises children closely. She has an up-to-date understanding of wider safeguarding issues and knows how to recognise and respond to any concerns that arise about children's welfare. Overall, the childminder takes suitable steps to evaluate the quality of her provision and develop her knowledge and understanding of early years practice. For example, she uses feedback from parents and children to help her reflect on her setting and identify future improvements. In addition, she researches ideas for supporting children's learning, such as using the internet.

Quality of teaching, learning and assessment is good

The childminder spends focused time with the children, joining in with their play and activities. Overall, she extends their play well through her interactions. For example, with young toddlers, she names the animals and the sounds they make when playing with a puzzle with animal pictures. The childminder supports children's mathematical development well, such as comparing and counting different sizes of dinosaurs. The childminder finds out from parents about children's starting points when they first start. She uses this information to help her identify and plan for children's next steps in learning well.

Personal development, behaviour and welfare are good

Children are motivated to learn. They engage in activities with a strong interest and are confident to move around and make their own choices. The childminder provides a positive role model to children. For instance, she has a calm approach and gently guides children in understanding the expectations of behaviour, such as sharing toys. Children learn about the differences between themselves and other people. They meet other people in the local community and play with toys that reflect diversity. The childminder meets children's care needs very well. She knows young toddlers' routines and quickly recognises their changing needs. For example, the childminder understands when young children need to sleep and ensures they have their comforter with them. When they wake up, the childminder gives them reassuring cuddles until they are ready to play.

Outcomes for children are good

Children develop skills ready for the next stage in their learning and for their eventual move to school. Young toddlers are curious and are keen to explore and investigate resources, including how they work. For example, they try and press buttons to 'pop open' a toy. Older children begin to recognise the letters in their name, such as spotting the initial letter of their name on signs when on outings.

Setting details

Unique reference number	148583
Local authority	Wokingham
Inspection number	10066976
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	28 April 2016

The childminder registered in 1989. She lives in Reading, Berkshire. The childminder works each weekday from 7.30am until 5.30pm, all year round, except for bank holidays and family holidays.

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