

Childminder report

Inspection date	27 June 2019
Previous inspection date	1 July 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
	Outstanding	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- A methodical and attentive approach to risk assessment puts children's safety at the heart of the childminder's practice. Children show they know how to keep themselves safe.
- The childminder uses highly effective strategies to engage parents in their children's learning at home and in the setting. Parents comment extremely positively about the effectiveness and impact of the childminder's communication.
- The childminder's comprehensive knowledge of child development and meticulous assessment means that she swiftly identifies any developmental concerns. She robustly implements focused strategies to help children make rapid progress.
- The childminder uses skilful questioning and running commentary to support children's learning, such as when a plane flies past. The childminder invites children to speculate on how many people would fit in a 'small' or 'big' plane. A child estimates 'four' and '20'. The childminder reflects aloud that 20 is indeed a much bigger number than four.
- The childminder places a strong emphasis on communication and language development throughout her practice. Children's language acquisition is successfully supported through strategies which are adapted according to children's unique levels of understanding.
- The childminder strongly promotes literacy and an enjoyment of books. Story time is a highly participative and joyful event. The childminder chooses books purposefully to reflect the uniqueness of children in the setting, such as a positive story about what children with disabilities can do, to support children in their own situations.
- The childminder offers a wide range of healthy food options and helps children to understand how to make healthy choices. Parents delight in the fact that children eat fruits and vegetables that are refused at home.

What the setting needs to do to improve further

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

- continue to access opportunities for continuous professional development, to maintain and build on the existing excellent quality practice.

Inspection activities

- The inspector received feedback from parents and took account of their views.
- The inspector carried out a joint observation with the childminder and evaluated it together.
- The inspector sampled a range of documentation, including certificates of qualifications and evidence of suitability.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector held a meeting with the childminder to provide feedback.

Inspector

Gillian Herring

Inspection findings

Effectiveness of leadership and management is outstanding

The childminder is hard-working and conscientious. Self-evaluation is rigorous and used successfully to drive improvement. The childminder responds extremely positively to feedback from parents and children. The childminder recognises that she can continue to build upon her excellent professional development even further. She has ideas for broadening the range of training she undertakes. Perceptive evaluation and regular, insightful performance management ensure the quality of the assistants practice is highly effective. Safeguarding is effective. A robust and sensitive approach to children's supervision allows children to take appropriate risks and consolidate new skills safely. For example, a young child successfully negotiates a slide, landing with a soft bump. Grinning broadly at the childminder, the child repeats this new skill.

Quality of teaching, learning and assessment is outstanding

The childminder is uncompromising in her commitment to offer an exemplary setting. She provides a wide range of insightful and stimulating activities that capture children's interest and ensure appropriate challenge. Flexible and responsive setting routines allow children to become fully immersed in their playful explorations. Children demonstrate consistently high levels of motivation and are eager to join in. Teaching is inspirational and worthy of dissemination. The childminder skilfully captures playful moments to weave in opportunities to further children's learning. For example, when older children struggle with balance on a see-saw, the childminder shares a set of scales. She visually differentiates between matching weight and quantity. Children are invited to explore mathematical concepts, to speculate and problem solve. Children are highly responsive. They confidently contribute to the discussion and engage fully.

Personal development, behaviour and welfare are outstanding

The childminder's exemplary practice enables an exceptional physical and emotional environment where children flourish. The childminder is highly responsive and sensitive to children's needs. She interacts with genuine warmth and humour. Children have a strong base to develop independence and demonstrate high levels of emotional well-being. All children's behaviour is consistently exemplary. They demonstrate high levels of cooperation and consideration for others. Older children model excellent manners. They actively show a desire to be helpful, such as helping to prepare or tidy up, around snack time. All children participate in activities with joyful exuberance. British values are integral within setting practice and children are given choices and encouraged to have a voice. For example, a pictorial card enables young children to choose their favourite songs. They point excitedly at a chosen picture, laughing loudly in delight. They join in the actions as songs are sang with enthusiasm.

Outcomes for children are outstanding

Children are highly receptive, motivated learners. They show significant focus and concentration in the activities they undertake. They are able to persist when challenges occur and take immense pride in their achievements. Children are extremely well prepared for their next stage in learning.

Setting details

Unique reference number	510220
Local authority	West Berkshire
Inspection number	10108520
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	1 July 2014

The childminder registered in 1986 and lives in Calcot, Reading, Berkshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for a number of children who attend her setting. She works with an assistant. The childminder holds an appropriate qualification at level 3 and her assistant holds an appropriate qualification at level 2.

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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

