

# Childminder Report

**Inspection date**

18 January 2018

Previous inspection date

17 June 2014

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---------------------------------------------------------------|-------------------------|--------------------|----------|
|                                                               | Previous inspection:    | Good               | 2        |
| Effectiveness of the 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

- The childminder is highly reflective. She evaluates and improves the service she provides thoroughly, and is committed to continually improving the quality of teaching and learning even further.
- The childminder has a very strong commitment to her professional development. For example, recent training helped her to identify support arrangements for children who have special educational needs and or disabilities in the two neighbouring local authorities. She shared this valuable information with other local childminders.
- Monitoring of children's development is meticulous. The childminder closely checks children's learning and identifies how to further accelerate their progress. She exchanges assessment information with staff from other settings children attend. This helps to provide the highest levels of accuracy and consistency to benefit children.
- The childminder prioritises children's good health and supports this highly successfully. Children confidently know when to wash their hands. They explore their understanding of germs through discussion and artwork.
- Children make outstanding progress. They are extremely well prepared for starting school and demonstrate excellent attitudes towards learning. They are fascinated with books and print. They read words they find on toys, such as 'press' and show a particular interest in the meaning of musical scores.

## What the setting needs to do to improve further

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

- consider how to further extend the excellent opportunities for children to develop their mathematical awareness as they play.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection. She carried out a joint evaluation of the teaching and learning with the childminder.
- The inspector viewed the areas of the childminder's home used by children.
- The inspector looked at relevant documentation, such as policies and children's records.
- The inspector took account of parents' views.

### Inspector

Anne Clift

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The childminder builds and maintains highly effective partnerships with parents, other providers and the local authority. This helps to maintain the highest levels of well-being and achievement for all children. The childminder provides parents with extensive support. For example, she sends home resources that children are particularly interested in to further support their learning at home. Safeguarding is effective. The childminder is vigilant in her approach to help safeguard children. She completes extensive safeguarding training and is highly knowledgeable about how to report any child protection concerns.

### Quality of teaching, learning and assessment is outstanding

The childminder has an excellent understanding of how young children learn. For instance, she uses her strong skills to make timely interventions and expertly enhance children's play. The childminder provides exceptional levels of challenge to extend children's understanding of the world. Children contribute their mature ideas around topics they confidently discuss. These include, how to reach the moon, whether daddies have babies in their tummies and how a hot air balloon works. They learn about how they have grown since they were babies and identify changes, such as needing bigger shoes. The childminder helps children to develop their mathematical understanding. Children learn to count, compare quantities and use mathematical language, such as 'triple' and 'double'. The childminder has identified that very occasionally, strategies to support children's mathematical inaccuracies can be enhanced even further.

### Personal development, behaviour and welfare are outstanding

The highly stimulating learning environment sparks children's curiosity as they play happily with their friends. They develop excellent social skills, recognising when to adopt a leadership role and consider others. For instance, children explain that they must wait for their friend to return before they start a game. They are extremely independent and are provided with excellent opportunities to further develop their skills through daily routines. The childminder supports children's behaviour exceptionally well. For example, she provides children with the opportunity to resolve the occasional disagreement for themselves and recognises perceptively when to intervene. Children's behaviour is exemplary.

### Outcomes for children are outstanding

Children are happy and secure. They flourish within the childminder's care. They make exceptional progress with their communication and language and are very articulate. Children generate their own stories and use expressive vocabulary for effect. They learn how the internet can be used to find answers to their questions. Children extend their understanding of communities around the world, such as different wedding traditions.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY468020                                                                          |
| <b>Local authority</b>             | Wokingham                                                                         |
| <b>Inspection number</b>           | 1069698                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 8                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 7                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 17 June 2014                                                                      |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2013. She operates Monday to Friday, from 8am to 6pm, all year except for family holidays. She holds a relevant early years qualification at level 3. She receives funding to provide free early education for children aged two, three and four years.

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