

**Inspection date**

9 March 2015

Previous inspection date

16 November 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder provides a wide range of activities and resources that follow children's interests, so that they remain challenged to learn and develop. Consequently, children make good progress.
- The childminder talks to children all the time. She uses a good range of questioning techniques to promote their communication and language development.
- The childminder gives children lots of attention, so that they settle well and feel safe and secure.
- The childminder teaches children about routines and encourages their independence. This prepares them well for school.
- The childminder attends training to develop children's observations and planning. This helps to identify children's next steps for learning.
- Positive partnership working with parents ensures a consistent approach to children's care and learning.

### It is not yet outstanding because:

- The childminder does not make the most of mealtimes for children to further develop their self-care skills or understanding of healthy foods.
- The childminder provides limited opportunities for children to learn about letters and print to enhance their literacy development.

## What the setting needs to do to improve further

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

- provide opportunities for children to be more involved in the preparation of food at mealtimes, to further develop their self-care skills and learn about healthy foods
- develop the opportunities further for children to learn about letters, by including more visuals at children's level and highlighting print at every opportunity.

## Inspection activities

- The majority of the time was spent observing the childminder and her assistant interacting with the children.
- The inspector sampled children's development records and discussed children's progress with the childminder.
- The inspector sampled and discussed the childminder's policies and procedures.
- The inspector discussed the childminder's process of self-evaluation.
- The inspector took into account the views of children and parents.

## Inspector

Vanessa Brown

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are happy and settled with this caring childminder and her assistant. They provide activities to help children build positive relationships with each other and adults, which encourages their social skills. Children use chunky paintbrushes and crayons to help them develop their hand muscles. The childminder teaches children about colours and numbers throughout activities so they learn to understand mathematical concepts. Children learn to express themselves by exploring movements with scarves, and copying the actions in stories, such as going on a hunt for a bear. The childminder reads books to children to promote their literacy development. However, there are missed opportunities for children to learn the meaning of print during story time and there are few visual images of words to further promote children's learning.

### **The contribution of the early years provision to the well-being of children is good**

The childminder responds to children's individual needs so that they develop confidence and form strong emotional attachments. Children make choices from a range of age-appropriate resources, which helps them become independent learners. The childminder encourages children to be kind to each other and to take turns. This helps children learn to manage their own behaviour. The childminder teaches children about healthy lifestyles. Children learn to wash their hands before eating food and after using the toilet. The childminder provides nutritious meals, which promotes children's well-being. However, she does not always involve children in food preparation to further develop their self-care skills and understanding of healthy foods. Children play outdoors and learn to pedal on bikes, dig in the soil and practise their hand-eye coordination while playing with bats and balls. This promotes children's physical development.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder has a good understanding of the Early Years Foundation Stage. She works with her assistant to reflect on her practice using a quality improvement tool. She takes into account the views of parents, children and other professionals. This helps her develop plans and identify training to improve her service and enhance children's progress. The childminder follows the Local Safeguarding Board guidance to protect children. She understands the procedures to follow if she has concerns about a child or other adults in the setting. The childminder keeps records for accidents, administering medication and recording attendance. Appropriate permissions are in place for working with an assistant, so that children's safety and well-being are promoted effectively.

## Setting details

<b>Unique reference number</b>	EY406478
<b>Local authority</b>	Slough
<b>Inspection number</b>	844970
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 November 2010
<b>Telephone number</b>	

The childminder registered in 2010. She works with an assistant and lives in Slough, Berkshire.

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