

Childminder Report

Inspection date

5 October 2015

Previous inspection date

12 November 2008

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | 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 quality of teaching is outstanding. The childminder shows a superb understanding of how children learn and develop. She closely monitors children's progress, swiftly offering support or challenge according to their needs.
- The childminder provides a bright, spacious and well-organised environment both indoors and outside. This supports children's levels of engagement and they display high levels of confidence and self-motivation.
- Children enjoy an extensive range of high-quality learning experiences, including many opportunities to learn about the local community and wider world. As a result, children develop very good social skills, and show an excellent awareness of themselves and others.
- The childminder has an excellent understanding of how to meet the safeguarding and welfare requirements. She demonstrates a secure knowledge of what action to take should there be any concerns about the welfare of a child.
- The children play safely; the childminder conducts regular risk assessments to reduce any risks to children in her setting and on outings.
- Partnership working is exceptional. Parents comment on how the childminder is a superb source of advice and guidance, particularly in supporting their children's care and learning needs. She makes use of a wide variety of strategies to engage parents and professionals in sharing information. This results in the promotion of high standards and continuity of children's care and learning.
- The childminder is highly reflective and works hard to ensure that everything she does has a positive impact on the outcomes for children. She accurately evaluates the setting in her pursuit of excellence and is always thinking about ways to improve further the care and education she provides.

What the setting needs to do to improve further

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

- continue to extend professional development opportunities for staff, to strengthen and build on the already high standards of education and care children receive.

Inspection activities

- The inspector toured the premises and observed children engaged in a variety of activities.
- The inspector held discussions with the childminder and her assistant at appropriate times throughout the inspection.
- The inspector viewed a range of documents, including suitability checks, children's records, the childminder's policies and self-evaluation processes.
- The inspector took account of the views of parents and children through discussions, questionnaires and written feedback.
- The inspector took account of written views provided by professionals that work in partnership with the childminder.

Inspector

Kim Andrews

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder shares and seeks a wealth of information from parents about their children's achievements and development when they start, which means that care and learning is consistent and of very high quality. The childminder is extremely well organised and keeps up to date with new requirements, which she incorporates into her setting. The childminder undertakes regular training and uses all new knowledge to benefit children. She supervises her assistant in order to maintain high standards, although at times, the childminder does not fully explore all opportunities to support her assistant in extending her professional knowledge and skills further. Safeguarding is effective; all relevant policies and procedures are robust and the childminder and her assistant are clear about how to deal with any welfare concerns to protect children from harm.

Quality of teaching, learning and assessment is outstanding

Children are enthusiastic and motivated learners. This is because the childminder uses her excellent understanding of children's individual needs to plan a range of interesting experiences. The children excitedly join in with these activities. For example, children enjoy going on a bug hunt as they move around the garden, recording what they can see with their magnifying glasses. The childminder actively joins in with their play. She talks to them about their chosen games and engages them in meaningful conversation. This helps to promote children's speaking and listening skills. She knows children exceptionally well and frequently checks their progress to support their development. The childminder is skilled at precisely identifying what children need to learn next. She also supports parents to extend children's learning at home.

Personal development, behaviour and welfare are outstanding

Care practices are outstanding. The childminder promotes all aspects of children's well-being in positive ways. The childminder teaches them about keeping themselves safe and healthy. She talks to children about the risks within the environment and gives them opportunities to overcome these themselves. For example, she encourages children to think about how to play safely outside when the ground is wet. Children clearly remember and follow the simple rules of the setting, which supports their successful preparations for school. She provides children with nutritious snacks, and supports them to make their own healthy choices and consider the benefits of eating well. Children noticeably learn about respecting and valuing one another and, as a result, they behave extremely well and are kind and considerate to others and to adults.

Outcomes for children are outstanding

Children make rapid progress in relation to their starting points. Children swiftly become independent as they learn to manage their own care needs from an early age. Systems are in place to ensure children effectively gain the necessary skills to prepare them for the next stage in their learning.

Setting details

| | |
|------------------------------------|------------------|
| Unique reference number | EY362599 |
| Local authority | Slough |
| Inspection number | 828851 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 12 |
| Number of children on roll | 10 |
| Name of provider | |
| Date of previous inspection | 12 November 2008 |
| Telephone number | |

The childminder registered in 2008 and lives in Slough, Berkshire. She operates her service all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides after-school care for older children and funded early education for children aged two and three years. The childminder works with an assistant from Monday to Thursday.

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.gov.uk/government/organisations/ofsted. 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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, 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 website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2015

