

Childminder Report

Inspection date	7 December 2015
Previous inspection date	21 February 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not observe and assess children's development efficiently enough to help accurately monitor their progress. She does not plan effectively for children's next steps and future learning.
- The childminder does not always provide opportunities to develop children's mathematical skills. Children do not learn about numbers, sizes and positions of objects.
- The childminder does not consistently help children to think and talk about their ideas. Children do not confidently solve problems or express their ideas.
- The childminder does not evaluate her practice thoroughly to identify areas to improve.

It has the following strengths

- The childminder is skilled in promoting children's awareness of their own special and unique qualities. Children grow in confidence.
- The childminder is good at helping children learn to respect other people's choices and feelings. She supports them to understand the differences between their families and that they are all equally special.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

Due Date

- improve assessments, to monitor children's abilities and use these to plan for individual children's next steps in learning. 07/02/2016

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

- increase children's understanding of mathematical skills
- create opportunities for children to solve problems to increase their understanding and confidence to express themselves
- use self-evaluation to focus more precisely on identifying and improving outcomes for children.

Inspection activities

- The inspector observed children's play and learning during the inspection.
- The inspector sampled a range of documentation, including developmental records, key policies and procedures, training certificates and the childminder's self-evaluation.
- The inspector conducted a joint observation with the childminder and discussed findings.
- The inspector took account of parents' views through their feedback in letters.

Inspector

Carolyn Hasler

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not use her self-evaluation effectively to reflect on her practice. There are weaknesses in parts of the educational programme and she does not monitor children's progress effectively. Nonetheless, children make steady progress in their learning and development. The childminder seeks the views of parents and others, and shares what she knows about children's development. The childminder has found the reading and training she has accessed helpful to support her safeguarding knowledge. Safeguarding is effective. The childminder understands how to report any concerns for children's welfare and knows how to keep children safe and assure their well-being. She ensures adults who live or visit the premises undergo suitability checks or supervises them at all times.

Quality of teaching, learning and assessment requires improvement

The childminder does not provide sufficient challenge to extend children's communication skills and mathematical development. She provides activities, which engage children's interest; for example, the childminder helps children to make snowmen pictures and to share resources by encouraging them to play side by side. The childminder models how to use some resources, such as sticking glitter with glue and cotton wool to paper. She provides opportunities for children to practise their early writing skills and reads them stories that support their interest in books. The childminder encourages them to be active in their games and provides ample space for them to move around comfortably.

Personal development, behaviour and welfare require improvement

The childminder provides a safe environment and supports children to play safely. However, she does not use the activities to help children to think for themselves to find solutions to their problems and express their ideas. Children build strong relationships with the childminder and they build friendships with others. She supports their growing self-care skills relatively well; for example, they take their plates to the kitchen side after lunch. The childminder promotes children's understanding of rules and teaches them how to play with consideration for others. She helps children to manage their personal hygiene and encourages their good health. Children eat healthy foods and enjoy regular fresh air and exercise.

Outcomes for children require improvement

Children have fun and make steady progress in their learning. They are independent and gain a range of skills that prepare them for pre-school and school.

Setting details

Unique reference number	105438
Local authority	Slough
Inspection number	835719
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	21 February 2011
Telephone number	

The childminder registered in 1992. She lives in Cippenham, Slough. The childminder operates her service on weekdays, all year round.

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