

Childminder Report

Inspection date

8 December 2015

Previous inspection date

3 June 2011

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

Summary of key findings for parents

This provision is good

- The childminder provides children with a good range of activities and experiences to effectively support their learning. She plans play and routines well and offers a good level of challenge to help children learn new skills.
- Children make good progress in their development and gain the physical, social and communication skills they need for later learning. The childminder makes regular assessments of children's abilities and quickly identifies any gaps in their learning.
- Parents understand the progress their children make and consistently contribute to their learning. The childminder helps parents support learning when they are at home.
- Children are emotionally secure and play with confidence. The childminder forms close bonds with them and helps children to enjoy playing and learning.
- The childminder has consistent support from other professionals and makes good evaluations of her practice. She improves her teaching skills through attending training courses.

It is not yet outstanding because:

- The childminder does not always ask parents to contribute their point of view when evaluating her practice.
- Information regarding children's progress is not always shared effectively with other settings children attend.

What the setting needs to do to improve further

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

- include the opinions of all those involved in the setting to strengthen the good system of self-evaluation
- strengthen further the arrangements to work in partnerships with all other settings children attend.

Inspection activities

- The inspector spoke with the childminder throughout the inspection.
- The inspector took account of the written views of parents.
- The inspector observed children's daily play activities.
- The inspector conducted a joint observation with the childminder.
- The inspector viewed a range of documentation, including policies and procedures, and children's records.

Inspector

Victoria Frost

Inspection findings

Effectiveness of the leadership and management is good

The childminder has an effective system of self-evaluation and demonstrates a good capacity for improvement. She seeks information from other professionals to keep her skills and knowledge up to date. She considers the impact her teaching has and how effectively children learn. Safeguarding is effective. The childminder understands local child protection procedures and what to do if she is concerned for children's safety or welfare. She takes appropriate steps to reduce hazards in the home and on outings. She allows children to take appropriate risks in play, to learn how to manage their own safety.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of child development and effectively plans challenging activities for children. She gathers information from parents to form an initial assessment of their abilities. Children have a range of opportunities that extend their learning based on what they can already do. For example, the childminder supports older children to identify letters and sounds, to further develop their literacy skills. Parents receive regular information about their children's development and give the childminder feedback on the learning that they see at home. The childminder observes children and talks with parents to find out what they enjoy doing. She uses this to provide motivation to learn. For example, the childminder has provided children with opportunities to climb and balance as they develop their physical skills.

Personal development, behaviour and welfare are good

The childminder's home is well presented and offers a range of resources that are appropriate to the children's level of development. Children are relaxed, calm and behave well. The childminder takes every opportunity to support their emotional well-being, helping children to settle in quickly. She is sensitive and responsive to very young children. For example, children take comfort in the childminder's arms as she reads to them, replies to the sounds they make and praises their use of language. The childminder responds to their needs very well and understands how to keep them motivated to learn. She provides the time and encouragement to help children become independent. For example, she effectively plans times in the daily routine for children to learn to manage their bathroom routines by themselves. Children have a range of opportunities to learn about the wider world and the differences between themselves and other people in it.

Outcomes for children are good

Children make good progress in their learning from their starting points. They gain the skills they need in preparation for school or later learning.

Setting details

Unique reference number	105437
Local authority	Slough
Inspection number	839315
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	1
Name of provider	
Date of previous inspection	3 June 2011
Telephone number	

The childminder registered in 1978 and lives in Slough, Berkshire. She holds a relevant childcare qualification. The childminder offers care to children all year round, from Monday to Friday, between the hours of 8am and 6pm.

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

