

Childminder Report

Inspection date

18 January 2016

Previous inspection date

8 November 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 effectively challenges children's learning and closely monitors their development. She helps children gain the physical, social and communication skills they need for later learning. Children progress well.
- The childminder offers children a wide range of planned and spontaneous activities. She interacts with children effectively and encourages them to express themselves, and use their imaginations, as they play.
- The childminder understands the learning that occurs when children are at home and in the other settings they attend. She regularly communicates with parents to share information and help them to understand their children's development.
- The childminder effectively evaluates her work and continually improves her provision. She attends training courses and reflects on her practice with other professionals.
- The childminder has clear expectations of children's behaviour. Children behave well, and take turns and share as they play.

It is not yet outstanding because:

- Sometimes the childminder does not encourage children to manage tasks by themselves to strengthen ways of promoting their independence.
- The childminder does not always provide a wide range of opportunities for children to discover what makes them unique and how to distinguish themselves from others in their lives.

What the setting needs to do to improve further

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

- strengthen opportunities for children to manage some everyday tasks by themselves to promote their independence further
- develop even more opportunities for children to understand the things that make them different, or similar, to other people, to fully promote their awareness of diversity.

Inspection activities

- The inspector observed the childminder's interactions with children and children's daily play activities.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the childminder.
- The inspector took account of the written views of parents.
- The inspector sampled a range of documents, including policies and procedures and children's records.

Inspector

Victoria Frost

Inspection findings

Effectiveness of the leadership and management is good

The childminder has made improvements to her provision that help children to make good progress in their learning. For example, she has attended training to promote children's early reading skills and has improved the range of resources she offers to encourage their handwriting. The childminder has a clear professional development plan and reflects on the quality of her teaching with other childminders. Safeguarding is effective. The childminder understands and promotes requirements well. She knows what to do if she is concerned for children's safety and how to follow her local child protection procedures. The childminder reduces hazards to children's safety effectively. She has good arrangements to observe, assess and monitor children's development, to help them make good progress and continually meet their needs.

Quality of teaching, learning and assessment is good

The childminder enables children to play with a good range of toys and resources that promote their skills and help them learn. The childminder helps children to explore the wider world. For example, children enjoy trips to local play parks and child-friendly farms. The childminder plans activities based on children's interests and stages of development. She finds out from parents what children already know and can do, and uses this as a baseline on which to build her assessments. The childminder has high expectations of what children can learn and understand. For example, she uses simple mathematical language in play to describe what the children are doing. Children have good levels of focus and attention in play. The childminder promotes children's language development very well. For example, as children spent a lot of time playing hide and seek, she extended their play by using words and phrases that linked to their interests.

Personal development, behaviour and welfare are good

Children show that they feel safe and secure in the childminder's care. For example, they explore their environment and invite the childminder to join in their play. In turn, the childminder reinforces what they do well and builds their confidence. For example, she consistently offers children praise, comfort and encouragement to promote their emotional well-being. The childminder effectively promotes children's physical skills. For example, children enjoy using tools to create and shape their artwork, and have plenty of fresh air and exercise.

Outcomes for children are good

Children make good progress in their learning, from their individual starting points. They receive the emotional support they need to help them prepare to move on to school, or the next stages of their learning.

Setting details

Unique reference number	108292
Local authority	Windsor & Maidenhead
Inspection number	839531
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	8 November 2011
Telephone number	

The childminder registered in 2000. She lives in Holyport, Berkshire. The childminder holds a relevant childcare qualification at level 3. She offers care each weekday, from 7am to 6.30pm, all year round. In addition to these hours, she also offers overnight care. The childminder receives funding for the provision of free early education to children aged two and three years.

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