

# Childminder Report

**Inspection date**

3 March 2016

Previous inspection date

20 September 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children make good progress in the care of the childminder and demonstrate that they are happy and confident in her care.
- The childminder has a good understanding of how children develop. She provides a range of activities and learning opportunities to promote children's learning, while ensuring that any gaps are quickly identified.
- Children play in a safe, clean and well-maintained home. They enjoy a healthy range of meals and drinks, which contributes to their health and well-being.
- The childminder has good working relationships with parents and other professionals involved in children's care. She keeps them regularly informed about the children's day and development through effective communication.
- The childminder has suitable methods in place to self-evaluate. She is mindful of her strengths and keeps her training up to date. For example, she has undertaken training on equality and diversity, which has helped her to meet a previous recommendation.

### It is not yet outstanding because:

- On occasions, the childminder does not always extend children's mathematical knowledge to develop their awareness of shapes.
- The childminder has not fully considered ways to extend children's learning outdoors, particularly for those children who prefer to learn outside to develop their creativity, curiosity and imagination.

## What the setting needs to do to improve further

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

- strengthen ways to teach children about mathematics to extend their learning further
- develop the outdoor area to provide more opportunities that support children across all areas of learning, particularly for those who learn better outside.

### Inspection activities

- The inspector observed children in all areas of the home used for minding.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector sampled children's development files, planning, policies and procedures, and the childminder's self-evaluation form.
- The inspector took account of parents' written feedback and comments in the compliments book.
- The inspector spoke to children and interacted in their play.

### Inspector

Tracy Bartholomew

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good understanding of how to support and promote children's education in relation to the learning and development requirements for the Early Years Foundation Stage. The childminder has a good system in place to plan and assess children's learning. She uses this proactively to enable her to identify and plan for children's next steps and ensure they make good progress. Safeguarding is effective. The childminder is confident in the referral procedures for child protection and is secure about her responsibility to safeguard children. Partnerships with parents are strong. Feedback received from parents demonstrates the high quality of care and professionalism that the childminder maintains.

### Quality of teaching, learning and assessment is good

Children are well occupied and consistently engaged in a variety of activities which support their interests and promote learning. For example, children have fun exploring with dried pasta and beans and concentrate well as they fill containers. Children enjoy exploring and being creative. For example, they jump about popping bubbles, which promotes their moving and handling skills as they pop the bubbles with their fingers. Children develop their speech and listening skills well. For example, while they look at books, the childminder talks to the children about the noises that the animals make, and encourages children to repeat sounds and numbers as they explore the pictures.

### Personal development, behaviour and welfare are good

Children are content and demonstrate that they feel safe in the care of the childminder, for example, as they explore and select toys and resources independently with confidence. Children have good relationships with the childminder and demonstrate that she is important to them. For example, children snuggle into her for comfort and reassurance. Children behave well and are encouraged to use good manners, for example, tidying away resources before obtaining others and saying 'please' and 'thank you'. Children's health is promoted well. For example they enjoy regular freshly prepared snacks and are encouraged to drink water to keep them well hydrated. Children's physical skills develop well, for example, as they go on regular trips and play at local parks.

### Outcomes for children are good

Children are making good progress in their learning, and their speaking and attention skills are strong. Children are self-assured and are gaining the skills they need for moving on to pre-school or school.

## Setting details

<b>Unique reference number</b>	159822
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	842023
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20 September 2011
<b>Telephone number</b>	

The childminder registered in 2001. She lives in Datchet in Berkshire. The childminder works Monday to Friday, for most of the year.

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