

Childminder Report

Inspection date

9 May 2016

Previous inspection date

10 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 knows the children very well and uses their play interests as good opportunities to extend learning through a range of exciting experiences. All children make good progress in their learning from their starting points.
- Partnership with parents is good. The childminder works effectively with them to share information and include them in their children's development. This helps parents to support their children's learning at home.
- The childminder supports children's emotional well-being effectively. For example, she builds their self-confidence by praising what they can do and uses encouraging language to help them try new things.
- Self-evaluation is effective. The childminder seeks the views of parents and children to help her evaluate the quality of her provision thoroughly. She understands her strengths and weaknesses, and action plans for future improvement are precise and well focused on improving outcomes for children.

It is not yet outstanding because:

- At times, the childminder does not extend opportunities for children to explore and investigate technology.
- The childminder does not make the most of opportunities to extend children's literacy skills, so they learn more about sounds, letters and rhymes.

What the setting needs to do to improve further

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

- extend opportunities for children to learn about technology and investigate how things work
- provide further opportunities for children to develop their early reading and writing skills, in preparation for their future learning.

Inspection activities

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

Inspector

Carolyn Hasler

Inspection findings

Effectiveness of the leadership and management is good

The childminder has high expectations of children and herself, and works well towards improving children's experiences further. Her effective partnerships with parents and other professionals help her to plan successfully towards children's future learning. The childminder has thorough processes to accurately monitor children's development and to share information. She works well with her local authority development worker, who regularly visits and provides guidance. The childminder accesses training and current literature, which keeps her up to date with childcare issues and develops her teaching skills. Safeguarding is effective. The childminder is clear about procedures to follow and is alert to any safeguarding issues that may affect children's safety and welfare.

Quality of teaching, learning and assessment is good

The childminder understands how children learn and uses her home and outdoors effectively to meet their learning needs. She successfully engages children and extends their learning by following their interests. Activities, such as outside play, offer many opportunities for children to develop their mathematical language. For example, the childminder encourages them to count, recognise colours and use positional words, such as 'in front' and 'behind'. The childminder constantly builds on what children already know by introducing new descriptive words. She encourages games which involve children's cooperation, such as throwing and catching balls.

Personal development, behaviour and welfare are good

The environment is safe and welcoming to children. The childminder uses resources very well to support children's learning. She builds strong relationships with children and promotes good values, helping children to learn good manners and to be kind towards others. The childminder successfully helps children to recognise their own needs and encourages their understanding of other people, and their differences and similarities. The childminder promotes children's independence well. For example, children wash their hands and unpack their lunch boxes, learning to do things for themselves. The childminder promotes healthy lifestyles successfully and knows the children's individual needs and routines well, for example, when they need to rest.

Outcomes for children are good

Children are happy and settled. They show enthusiasm for learning across the areas of their development. They gain many skills that prepare them well for future learning and moving on to school. Children's behaviour is good and they get on well with others. They are physically active and enjoy crawling, climbing and jumping. Children show a good awareness of danger and receive positive support from the childminder to take safe risks, understanding their own limitations.

Setting details

Unique reference number	105446
Local authority	Slough
Inspection number	839316
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	3
Name of provider	
Date of previous inspection	10 November 2011
Telephone number	

The childminder registered in 1992. She lives in Langley, Berkshire. The childminder operates five days a week all year. She holds a home-based childcare qualification.

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