

Childminder Report

Inspection date

10 May 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 play happily and with good levels of focus and attention in activities. They develop the essential physical, communication and social skills needed for school.
- The childminder demonstrates a good capacity to steadily improve her provision and skills. She reviews children's progress effectively overall and evaluates her provision continually so that children progress well.
- Children are confident and secure in the childminder's care. The childminder helps them to make their own decisions and express themselves well. Children understand how to behave and play positively.
- The childminder offers a good range of activities and resources to keep children motivated in their play. She makes sure that children have a say in the activities they would like and she teaches them to play safely.

It is not yet outstanding because:

- The childminder does not always make the most of her partnerships with parents. For example, she does not consistently ask for parents' opinions of her practice, to contribute towards her evaluation and improvement of her provision.
- Occasionally, the childminder does not assess some of the children's skills as rigorously as possible, to consistently provide higher levels of challenge in their play.

What the setting needs to do to improve further

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

- make the best possible use of parent partnerships, to encourage parents to share their views and contribute towards improving the quality of provision for children
- strengthen further the good assessment arrangements for children's learning, to make sure that those who exceed expectations continually have high levels of challenge in their play.

Inspection activities

- The inspector observed the childminder's interactions with children during daily activities and routines.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed a range of documentation, including policies, procedures and children's records.
- The inspector viewed all the areas of the childminder's home used for childcare.
- The inspector took account of the written views of parents.

Inspector

Victoria Frost

Inspection findings

Effectiveness of the leadership and management is good

The childminder has developed her knowledge and skills through training and professional development, to help her improve her teaching abilities. As part of meeting children's changing needs, she has made extra spaces for children's own belongings so that they can feel more at home in her house. The childminder has also reflected on how warm and welcoming her home environment is for young children. She has created more space for them to play freely with a wider range of resources, to support their own ideas. Safeguarding is effective. The childminder understands local child protection procedures and what to do if she is concerned for children's safety or welfare.

Quality of teaching, learning and assessment is good

The childminder asks parents to help her form an initial assessment of children's abilities from the start. She makes clear observations of children's learning and uses these well overall, to support her ongoing assessments of children's learning. The childminder plans learning opportunities that effectively motivate and engage children in their play. For example, she plan activities based on what children are interested in and prefer to do. The childminder uses good teaching techniques to challenge children as they play. For example, she asks questions that start with words such as 'why', 'how' and 'what if', to encourage children to explain their thinking and extend their own ideas.

Personal development, behaviour and welfare are good

The childminder is warm and caring and she creates affectionate bonds with the children, to promote their well-being effectively. She meets their emotional needs well, such as giving children more comfort and affection when they become tired. Children are encouraged to try things for themselves and the childminder praises them when they achieve tasks on their own. Children enjoy plenty of fresh air and exercise; for example, as they play in the garden with water and sand, or go on outings. The childminder manages children's behaviour well. For example, she gives clear expectations and rules for children to follow. She understands how to help children prepare for changes in their lives, such as moving on to school.

Outcomes for children are good

Children enjoy learning. For example, they mix and stir paints together to discover how colours blend and practise making marks on paper. They develop good coordination skills as they build train tracks, or learn to dress themselves independently. Children develop an understanding of right and wrong, express their thoughts and feelings well and show affection to their friends.

Setting details

Unique reference number	EY467198
Local authority	Slough
Inspection number	981224
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 2
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She lives in Slough, Berkshire. The childminder offers care all year round. She is available from 7am to 7pm every day, including weekends, but is flexible to meet parents' individual needs. The childminder holds a foundation degree in early years childcare.

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