

Childminder Report

Inspection date

20 June 2016

Previous inspection date

4 December 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 has improved the quality of her provision since the previous inspection. For example, she undertakes training to develop her skills. She has successfully addressed previous actions to help keep children safe on outings.
- The childminder accurately monitors children's progress. She spots delays in children's development very quickly and is highly proactive in working with parents and others to secure any additional support children may need.
- Children are keen to join in with the wide range of interesting activities the childminder provides. She supports their play effectively, contributing to their good progress.
- Children feel settled and secure under the childminder's warm and attentive care. They grow in confidence and learn to do things for themselves.

It is not yet outstanding because:

- The childminder has a wealth of play resources; however, they are not always easily accessible for children, to enable them to fully develop their own ideas as they play independently.
- The childminder has not yet put all her training into practice to raise the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- continue to develop the indoor space so that children can readily get what they need, to enable them to make independent choices and fully develop their own ideas
- focus professional development and make even better use of skills and knowledge, to raise the standard of teaching to the highest level.

Inspection activities

- The inspector looked at all areas of the home and garden used for childminding.
- The inspector observed the childminder interacting with the children and assessed the impact on children's learning.
- The inspector looked at documentation, including suitability checks for household members, first-aid and insurance certificates, samples of policies and procedures, and children records.
- The inspector discussed with the childminder how she evaluates her practice and implements improvements.
- The inspector spoke with a parent on the day of the inspection and took account of other parents' written comments.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder undertakes training to update her knowledge. She has a clear understanding of child protection issues and is confident about what to do if she has concerns. The childminder works extremely effectively with parents and other professionals to achieve at least good outcomes for children. For example, she arranges training with local authority advisors to develop her skills and enable her to effectively support children with specific needs. The childminder is highly reflective. She uses assessment tools well to help her evaluate and continuously improve her provision. For example, she plans to enhance outdoor play by creating a mud kitchen.

Quality of teaching, learning and assessment is good

The childminder supports children's speech development very well. For example, she uses sign language and pictures to help those with communication difficulties. She listens attentively to children and values their contributions so they are confident to speak. She knows children very well and provides activities that interest them, such as creating story bags based around children's interest in vehicles. She weaves mathematical ideas throughout children's play. For example, they count shoes and explore volume by playing with water and a variety of containers. Children are encouraged to be curious and make connections, for example, playing with windmills and bubbles on a windy day. The childminder talks regularly with parents and shares children's developmental records so they know how their children are progressing. She involves parents in their children's learning, such as sending home the words to nursery rhymes and lending toys.

Personal development, behaviour and welfare are good

Children develop good personal and social skills. For example, they help prepare snacks, care for pets and tidy away toys. The childminder explains clearly to children so they understand what she expects of them. For example, they learn to share and take turns, and know they must wash their hands before eating. Children behave very well. Children learn to value one another's differences. They use books and the internet to learn how people celebrate festivals around the world. Parents bring special foods to share with the children and this helps to deepen their awareness of cultures different to their own.

Outcomes for children are good

Overall, children are well prepared for nursery or school. They express themselves with a rapidly growing vocabulary. Children begin to link some letters with the sound they make and to recognise familiar words. They follow the childminder's instructions and learn to play cooperatively. They count and use numbers as they play. Children develop strong physical skills. They concentrate for increasing periods and keep trying to find solutions to problems.

Setting details

Unique reference number	EY312999
Local authority	Slough
Inspection number	1048921
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	4 December 2013
Telephone number	

The childminder registered in 2005. She lives in Slough, in Berkshire. She operates her service on weekdays throughout the year, between 8am and 6pm, except for family holidays. She receives funding to provide free early education for children aged two, three and four years.

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 2016

