

# Childminder Report

<b>Inspection date</b>	13 July 2016
Previous inspection date	13 June 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 develop good emotional and social skills. They are confident and settle quickly when they first start because they feel happy and safe. They have trusting and warm relationships with the childminder, who listens to them and helps them to feel valued.
- The childminder offers children praise and encouragement for their efforts. She builds their confidence well. Children's behaviour is good.
- The childminder carries out regular assessments of children's learning. She successfully builds on children's learning, to identify what they know and can do, to address any possible gaps in their development.
- Children make good progress in relation to their starting points. Parents receive accurate information about children's activities and experiences, as well as their overall development. This effectively supports continuity of care and learning for children.
- The childminder takes the time to develop her knowledge further, for example, through training and researching ideas. She shows a clear drive for improvement.

### It is not yet outstanding because:

- At times, the childminder does not use all available opportunities to engage younger children fully during group sessions, for example, story time.
- The childminder does not routinely assess and evaluate the impact of her professional development activities, such as training, on children's learning and development to achieve better outcomes for all children.

## What the setting needs to do to improve further

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

- make the most of opportunities to engage all children, particularly during group activities, to foster their interests fully and sustain their attention
- evaluate the effectiveness of professional development, including training attended, to assess the impact of improvements made, and build upon and sustain the quality of practice.

### Inspection activities

- The inspector observed children at play throughout the inspection, and assessed the quality and impact of teaching on their learning.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including the childminder's policies and children's records.
- The inspector took account of the views of parents through their written comments made available during the inspection.
- The inspector held discussions with the childminder about her self-evaluation processes and plans for improvement.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of her role and responsibility in protecting children. For example, she completes up-to-date training which helps her to keep abreast of current legislation. She has a secure understanding of the procedures to follow if she has concerns about children's welfare. The childminder monitors children's progress thoroughly. Partnerships with parents are good. The childminder provides daily feedback to ensure parents are aware of the children's day and also shares her observation records regularly. She values parents' comments about her childminding service and uses these as the basis for continuing to maintain a good standard of care and education for children.

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

The childminder monitors children's progress from when they start and continues planning their next steps in their learning. She supports children's communication and language effectively. For example, the most-able children engage in conversations with the childminder, who is careful to offer challenge to develop their thinking skills. She listens, gives children time to talk and she responds effectively. The childminder provides good learning opportunities to extend children's mathematical development. These capture older children's interests and help them to make good progress. For example, when listening to a familiar story, children are eager to count objects and props. Children develop many valuable skills which help them to gain experience for their future learning.

### Personal development, behaviour and welfare are good

Children are happy and emotionally secure with the childminder. She knows children and their individual routines well. She identifies younger children's care needs and ensures they are met effectively. She recognises when they need to sleep and offers gentle reassurance to calm them when they are tired. The childminder supports children to develop their independence skills. She encourages children to help to tidy activities away. This helps them to look after their toys and gain an awareness of safety. Children develop their physical skills well. They go on regular outings and walks. The childminder teaches children about road and fire safety. Children visit different places to explore the wider world and take part in experiences to enhance their knowledge of other cultures and celebrations.

### Outcomes for children are good

Children make good progress and develop the key skills needed for future learning, such as starting nursery and school. The childminder checks children's progress successfully and plans activities that interest the children. Children learn how to behave and respect others. They develop confidence and socialise well with others.

## Setting details

<b>Unique reference number</b>	105467
<b>Local authority</b>	Slough
<b>Inspection number</b>	1053389
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	13 June 2012
<b>Telephone number</b>	

The childminder registered in 1990. She lives in Langley, Berkshire. She provides care Monday to Friday, from 7.45am to 5.30pm, and operates all year round.

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