

Childminder Report

Inspection date	8 December 2016
Previous inspection date	7 December 2015

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 made good improvements since her last inspection, to improve the quality of her teaching and the rate of children's progress well overall. Children make good progress in their learning.
- The childminder monitors children's progress closely and shares accurate assessments with parents, and makes sure they know how well their children are developing. She plans challenging activities for children to aid their development. Children gain the skills they need in preparation for school.
- The childminder works closely with parents and other settings children attend to effectively meet children's needs. She establishes close bonds with children from the start and helps them to settle in quickly.
- Children are confident and choose toys and resources from the good range that the childminder offers. They are independent and enjoy a variety of activities.
- The childminder uses effective self-evaluation methods. She seeks the views of others, including children and parents, to help her monitor and improve her practice well.

It is not yet outstanding because:

- The childminder does not fully develop children's early reading and writing skills. For example, she does not consistently introduce letters and the sounds they make, or help children to practise their early handwriting skills, to help them make higher rates of progress.

What the setting needs to do to improve further

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

- give children more opportunities to build their early reading and writing skills, so that they are better prepared to move on to school.

Inspection activities

- The inspector observed the childminder's interactions with children during their play and daily routines.
- The inspector and the childminder evaluated an activity together.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of parents' written views.
- The inspector viewed a range of documentation including policies and procedures, and children's records.

Inspector

Victoria Frost

Inspection findings

Effectiveness of the leadership and management is good

The childminder establishes effective partnerships with other settings that children also attend. For example, she regularly shares information and agrees on the support they all give, to help children achieve the next steps in their learning. Safeguarding is effective. The childminder understands what to do if she is concerned for a child's welfare and keeps up to date with local child protection procedures. She effectively manages risks and hazards, and teaches children how to keep safe and healthy. For example, children learn about road safety on outings and walks to pre-school. In addition, the childminder gives them small responsibilities and develops their awareness of good hygiene.

Quality of teaching, learning and assessment is good

The childminder interacts with children well and they show that they are at ease in her company. For example, she engages them in conversations with her easily as they enjoy being together. The childminder plans interesting and thoughtful activities, and considers how to promote children's learning at the same time. For example, she encourages children's learning as they make gifts to give to their parents and loved ones. The childminder observes the children regularly and uses what she knows to track the pace of their progress. She makes regular assessments of their abilities and shares these with parents, to keep them well informed. Parents praise the childminder for her clear communication and give examples of the support she has offered them, to help them support their children's learning at home.

Personal development, behaviour and welfare are good

Children are independent and self-aware. For example, they talk about their families and home lives as they play and they listen to one another well. The childminder encourages them to choose activities and resources for themselves. Children seek out the childminder when they want her to play with them. They develop a good awareness of their place in the world, and different people and communities. For example, the childminder celebrates children's achievements with them. She gives them a range of opportunities to learn about festivals and celebrations from cultures that are different to their own.

Outcomes for children are good

Children develop good mathematical skills. For example, they learn to recognise quantities and solve problems as they play. Children develop good communication and language skills. For example, they recall familiar characters and relate to illustrations in books as they enjoy stories. Children develop good physical skills such as coordination and self-help skills. For example, they use tools to decorate the gifts they make and get dressed independently ready to go outdoors.

Setting details

Unique reference number	105438
Local authority	Slough
Inspection number	1077893
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	7 December 2015
Telephone number	

The childminder registered in 1992. She lives in Cippenham, Slough. The childminder operates her service Monday to Friday from 7am to 6.30pm, all year round.

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