

# Childminder Report

**Inspection date**

14 December 2016

Previous inspection date

1 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 reviews and evaluates her childminding provision effectively. She involves parents and children in this process to help maintain good standards and develop her practice.
- Children are supported to use their imaginations well. They play creatively, for instance, pretending to feed the dolls and cook meals.
- Children are happy, settled and progress well in their learning. They move around the childminder's home with confidence and have fun as they explore activities.
- The childminder informs parents each day about their children's care and learning, and she effectively encourages them to continue children's learning at home.

### It is not yet outstanding because:

- The childminder does not make the best use of opportunities to seek information from parents about their children's abilities when they first start, to help her plan precisely from the outset.
- The childminder has a range of drawing and writing materials but does not organise these as well as possible to build fully on children's interest in independently exploring writing during their play.

## What the setting needs to do to improve further

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

- gain more information from parents about what children can already do when they start the setting, to inform planning to extend children's learning from the outset
- create more opportunities for children to take part in activities that support their early writing skills.

### Inspection activities

- The inspector observed children playing.
- The inspector considered the views of parents as part of the inspection.
- The inspector sampled a range of documentation, including children's learning journals and the childminder's policies and procedures.
- The inspector spoke with the childminder at convenient times during the inspection and discussed the activities offered and the impact on children's learning.

### Inspector

Claire Boparai

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection and the reporting procedures. For example, she undertakes regular safeguarding training and keeps her knowledge up to date. Although the childminder does not gather as much information as possible when children first start, she works closely with parents throughout their children's time with her to support children's progress effectively. The childminder checks her home daily to ensure children play in a safe and secure environment. The childminder's arrangements for her professional development are good. She evaluates her training needs and seeks training that she knows will be beneficial to the children in her care. For example, she has developed strategies to support children's communication and language skills more effectively following a recent training course.

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

Children enjoy their time with the childminder. The childminder plans for, and monitors, children's progress to help her identify any emerging gaps in their development. She offers children activities that engage their interest and learning. The childminder gives the youngest children plenty of time and space to investigate activities. She provides some good opportunities to encourage children's early mathematical and physical development. For example, she talks about the shapes children create with dough and encourages them to count how many round balls they have rolled.

### Personal development, behaviour and welfare are good

The childminder helps to support children's emotional and physical well-being effectively. For example, she praises children when appropriate and helps build their self-esteem effectively. Children are settled, comfortable and relaxed in the childminder's care. They move around the areas of her home accessible to them with ease and approach the childminder for support when needed. Children join in outdoor activities that help to develop their physical well-being and understanding of their community. For example, they regularly visit local parks and places of interest. Children behave well. The childminder teaches them to take turns and share, and teaches them how to keep themselves safe. Children learn about differences, such as through celebrating a range of festivals from around the world.

### Outcomes for children are good

Children are confident, independent and gain key skills for the next stage in their learning. For example, they have fun exploring dough and develop their vocabulary as they learn words such as 'roll', 'squeeze', 'flat' and 'soft'. Children use their developing imaginations well. For example, they use role play equipment to imitate first-hand experiences, such as making tea, preparing meals and feeding dolls.

## Setting details

<b>Unique reference number</b>	EY391353
<b>Local authority</b>	Slough
<b>Inspection number</b>	1062262
<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>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	1 February 2013
<b>Telephone number</b>	

The childminder registered in 2009. She lives in Slough in Berkshire. She cares for children from Monday to Friday, 6.30am to 6.30pm, all year round.

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