

# Childminder Report

**Inspection date**

18 January 2017

Previous inspection date

30 July 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

- Children have warm and close relationships with the childminder. She helps children to settle well into her setting, and they feel safe and secure.
- The childminder has established good partnerships with parents. There is an effective two-way flow of information about children's progress and achievements. This supports children's learning and development effectively, both in the setting and at home.
- Children make good progress from their starting points. The childminder monitors children's progress to plan the next steps in their learning and development.
- The childminder provides clear and consistent explanations to support children's good behaviour. Children play harmoniously together, sharing toys and taking turns.
- The childminder is committed to providing a good-quality service for children and their families. For example, she identifies further training and meets with other childminders to share good practice and keep up to date.

### It is not yet outstanding because:

- At times, the childminder does not consider a variety of ways to support children's physical skills.
- The childminder does not make full use of opportunities to encourage children's early reading skills.

## What the setting needs to do to improve further

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

- extend opportunities for children to enhance the development of their physical skills
- make better use of opportunities to encourage children's literacy, particularly their early reading skills.

### Inspection activities

- The inspector observed the childminder with the children and spoke with the childminder about children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection, regarding her practice and the arrangements for observation, assessment and planning.
- The inspector checked the documentation the childminder uses to support her practice.
- The inspector read and discussed the childminder's self-evaluation document.

### Inspector

Jennifer Devine

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her role and responsibility to keep children safe. She understands the procedures to follow should she have a concern about a child's welfare. The childminder ensures her home is safe and fully risk assessed to protect children's welfare. She has a range of policies and procedures in place that she uses and shares these with her assistants so they understand their role. For example, she makes sure that they complete relevant training courses. The childminder seeks parents' views about her service and their comments are all very positive.

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

The childminder provides good opportunities for young children to explore and investigate using their senses. For example, they enjoy mixing 'gloop', and develop their hand-to-eye coordination well, such as when they stir the mixture using spoons. They begin to notice similarities and differences, for example, they notice the texture change from being runny to setting hard. The childminder ensures that children generally have a good variety of toys to maintain their interest, for example, through rotating her resources regularly. The childminder supports children's communication and language successfully. For example, she repeats words to enable young children to hear the correct pronunciation.

### Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment. She encourages parents to work closely with her to settle their children in. This helps her to get to know the children well and respond promptly to their needs. For example, she recognises when they are becoming tired or hungry, and provides the appropriate comfort to ensure children are content. The childminder follows good hygiene procedures and supports children's understanding of the importance of a healthy diet. She uses lots of praise and encourages sharing and kindness. Children develop a good understanding of the importance of regular exercise. For example, they benefit from taking part in daily walks when they visit local parks.

### Outcomes for children are good

Children are happy and make good progress in their learning and development. They are curious learners and develop good levels of concentration that enable them to complete tasks well. For example, children show interest in matching different grades of puzzles and they learn about shape and size. They develop a range of skills which help to prepare them well for their future learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY298087
<b>Local authority</b>	Slough
<b>Inspection number</b>	1061852
<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>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	30 July 2013
<b>Telephone number</b>	

The childminder registered in 2004. She lives in Slough, Berkshire. She works Monday to Friday from 7.15am to 6.15pm, all year round, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3 and she is registered to work with two assistants.

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