

# Childminder Report

**Inspection date**

22 May 2017

Previous inspection date

9 March 2015

<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 monitors children's progress well. Accurate assessments allow her to identify when children may need additional support and help her to implement plans that encourage children to progress further.
- Children build very strong relationships with the childminder and her assistant. They are settled and secure in their care, helping to build good levels of emotional well-being.
- The childminder provides a range of activities, both inside and outside, which children enjoy exploring and investigating.
- Children are learning the skills that will help them in their future development. For instance, they are inquisitive, become engaged in activities, concentrate and learn new skills during their play.
- Children develop positive relationships with others. They behave very well and the childminder acts as a very good role model.

### It is not yet outstanding because:

- The childminder does not make the best possible use of information sharing with parents to help them to understand how they can support their child's learning at home.
- The childminder does not consistently allow children to express and follow their own preferences and interests.

## What the setting needs to do to improve further

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

- explore a broader range of ways to encourage parents to have a greater understanding of how they can support children's learning at home
- encourage children more to express their own preferences and interests during play.

### Inspection activities

- The inspector observed the childminder and her assistant engaged in activities during play with the children.
- The inspector examined records and documents provided by the childminder.
- The inspector asked the childminder and her assistant questions relating to safeguarding and children's learning and development.
- The inspector looked around the areas of the childminder's home used by the children.
- The inspector completed a joint observation with the childminder.

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder and her assistant have completed relevant training and have a clear understanding of the signs that a child may be at risk. They know what action to take if they have concerns about a child. The childminder makes good use of regular supervision to monitor the suitability and performance of her assistant. She works effectively with her to evaluate the quality of the setting and identify what needs to improve. For example, they have enhanced the resources in the garden to encourage children to make better use of the outdoor environment. The childminder keeps her skills up to date. For example, she has attended a range of courses and shares information with her assistant and other childminders to help sharpen her teaching skills. She works effectively with parents. The good relationship between them helps ensure children's care needs are met well.

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

The childminder understands how children learn. She provides fun activities to help them make further progress. For instance, she sings songs, rhymes and repeats words and simple sentences to encourage children to extend their speaking and listening skills. Young children delight in joining in with number games with the childminder. For example, she counts how many toes children have when tickling their feet and sings counting songs with them as she does this. All children make good progress from their starting points. The childminder supports children's understanding of the differences and similarities between themselves and others well. For example, she makes positive use of discussions with the children about their families to help them understand different cultures, festivals and celebrations.

### Personal development, behaviour and welfare are good

The childminder and her assistant are vigilant of children's safety. They regularly check the environment to make sure it is suitable and safe. She has a good understanding of how to support children's health and physical well-being. For example, children are encouraged to take regular exercise in the childminder's garden and at the local park. Children learn to manage their own personal care routines and are encouraged to make healthy food choices. For example, they enjoy a selection of fruits at snack time and are encouraged to drink water throughout the day. Children play cooperatively together.

### Outcomes for children are good

Young children are developing the skills needed for the next steps in their learning, including pre-school and school. For example, they complete simple tasks, such as collecting their shoes and helping to tidy up after play.

## Setting details

<b>Unique reference number</b>	EY406478
<b>Local authority</b>	Slough
<b>Inspection number</b>	1094218
<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>	1 - 8
<b>Total number of places</b>	11
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	9 March 2015
<b>Telephone number</b>	

The childminder registered in 2010 and lives in Langley, Berkshire. She operates most of the year from 7am to 6.30pm, Monday to Friday. The childminder employs an assistant.

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Piccadilly Gate  
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