

# Childminder Report

<b>Inspection date</b>	19 January 2018
Previous inspection date	14 October 2014

<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

- Partnerships with parents are secure. Effective communication between parents and the childminder ensures both parties remain fully aware of children's changing needs, progress and achievements.
- Children form close attachments with the childminder, who is fully aware of their individual needs and routines. The childminder uses information gathered from parents to plan activities that challenge, interest and motivate children to learn.
- Children behave well. Clear consistent boundaries and expectations ensure they develop an understanding of acceptable behaviour. The childminder builds their self-esteem and confidence well. She recognises and celebrates children's efforts and achievements.
- The childminder works closely with other early years settings children attend. Regular sharing of information regarding learning and development ensures continuity of care.
- Children learn the importance of good hygiene routines. They wash their hands at appropriate times throughout the day, such as before eating and after contact with the childminder's pets.

### It is not yet outstanding because:

- The childminder gathers the views of parents and children to enhance her process for self-evaluation further.
- The childminder does not always make the most of professional development opportunities to further develop her good practice.

## What the setting needs to do to improve further

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

- extend self-evaluation processes to include the views of parents and children, to identify and prioritise further areas for improvement
- engage in continuous professional development opportunities to enhance knowledge and raise teaching skills to an even higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities inside and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at required documentation, the childminder's training certificates, and evidence of the suitability of adults living and working in the home.
- The inspector took account of the written views of parents.

### Inspector

Tracey Boland

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands her role in protecting children from harm and neglect, and the process for sharing her concerns. Children play in a safe and secure environment. The childminder identifies and minimises potential hazards. She makes sure she completes mandatory training courses, such as paediatric first aid, so she is fully aware of best practice when dealing with minor accidents. The childminder ensures parents are fully aware of her ethos of care, which is further supported by her written policies she shares with parents. They receive daily feedback about children's progress and the activities they can continue at home to support children in their learning.

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

Children's learning and development are fully supported. The childminder uses her observations and assessments to effectively identify children's future learning needs. She plans activities, taking into account children's interests and learning styles. Children show high levels of concentration and perseverance when completing construction tasks, such as building a train track. They confidently explain how magnets work and join several toy trains together and move them around the track. Children learn how technology works and how to gain information to support their learning. For example, when talking about different trains, the childminder uses an electronic interactive gadget so that children can listen to the different sounds the trains make. Children confidently express their own ideas of how they want to use the resources.

### Personal development, behaviour and welfare are good

Children develop good personal skills. They interact well with the childminder and show respect and good manners at all times. Children relax in a safe and stimulating environment. They show through their behaviour that they feel safe in the childminder's care. Children learn to keep themselves safe. For example, the childminder teaches them about road safety when they are out in the local community. Children develop good social skills. They meet and form friendships with a wide group of children at groups they attend in the week. Children learn about diversity and the wider world. They develop an awareness of different traditions and cultural celebrations that take place during the year.

### Outcomes for children are good

Children make good progress from their individual starting points. They develop the skills needed for future learning and the move on to school. Children recognise numbers while following recipes, such as when making dough. They develop good dexterity and use different tools to weigh and measure ingredients, and mix them together using their hands. Children learn to recognise different letters and those that form their names and those of their friends. They begin to construct different words that they see in written form, placing letters in order as they make prints of them in the dough. Children develop confidence and independence in their personal care.

## Setting details

<b>Unique reference number</b>	105461
<b>Local authority</b>	Slough
<b>Inspection number</b>	1070061
<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>	4 - 4
<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>	14 October 2014
<b>Telephone number</b>	

The childminder registered in 1993. She operates all year round from 9am to 5.15pm from Monday to Friday, except bank holidays and family holidays.

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