

Childminder Report

Inspection date

3 April 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 is committed to making ongoing improvements to her provision. She seeks the views of parents and other childminders to help make positive changes.
- Children make choices from a good variety of resources. They are engaged, able to concentrate for periods and learn new skills during their play.
- The childminder completes regular observations of children. She uses this information to identify when children may need additional support, so that she can implement plans to help them to progress further.
- Children are working comfortably within the range of development typical of them for their age. They are developing the skills they need to move to pre-school and school.
- The childminder helps children develop a good understanding of how to stay safe and in good health. For example, when they play with pretend knives, she talks about real knives being sharp and therefore they need to handle them with care.

It is not yet outstanding because:

- The childminder asks children questions but does not give them long enough to think through and express their answers.
- Children learn about different cultures and faiths through activities and resources. However, they have fewer opportunities to explore and reflect on their own backgrounds to support their sense of identity.

What the setting needs to do to improve further

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

- allow children more time to think through and express their answers to questions
- extend opportunities for children to explore their own culture, faith and self-identity.

Inspection activities

- The inspector observed the interactions between the childminder and children, and considered the impact this has on their learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector discussed with the childminder how she keeps the children in her care safe.
- The inspector viewed documents, including the childminder's paediatric first-aid certificate and public liability insurance.
- The inspector viewed the areas of the home used by children.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge and understanding of the signs that may indicate a concern about a child's welfare. She has recently completed training to help her to recognise children who may be at risk, such as from extreme behaviours and views. She promotes children's learning effectively and monitors their achievements consistently to help ensure they make good progress. Partnerships with parents are good. The childminder gives parents daily feedback. She keeps them well involved in their children's progress, to support continuity in children's care and learning. The childminder keeps her skills up to date. For example, she has attended a range of courses, and works effectively with other professionals, such as other childminders to help share ideas and sharpen her teaching skills.

Quality of teaching, learning and assessment is good

The childminder shows a good understanding of how children learn and effectively plans activities to support their next steps in learning. For example, during water play, she provides children with a range of resources, such as cups and bowls, to help them to understand about volume and capacity. She uses her good knowledge of the children to provide challenging activities that keep them motivated. For instance, as they cut up play fruits and vegetables, she talks to them about halves and encourages them to count how many pieces they have. Children demonstrate a good understanding that if they have a whole and cut it in half they have two. Children's literacy skills are supported well. For example, as the childminder reads familiar stories to them, she asks them to identify what they can see and predict what might happen next.

Personal development, behaviour and welfare are good

Children show high levels of self-confidence and emotional well-being. The childminder acts as a very good role model and sets clear boundaries for behaviour. She supports children well in resolving conflict. For example, when children have minor disagreements the childminder reminds them of the importance of sharing and helps them to reach a compromise. She provides a range of opportunities to support children's physical well-being and good health. For example, she encourages children to take part in physical games and activities, such as in her garden and using ride-on and push-along toys indoors.

Outcomes for children are good

Children make good progress in their learning and confidently develop the skills that prepare them well for the next stage in their learning. They are curious and are keen to explore a range of interesting experiences. Young children show good levels of independence, such as helping to tidy up after play. They are happy and settled, behave well and learn to treat each other with respect.

Setting details

Unique reference number	EY498160
Local authority	Slough
Inspection number	1040635
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 2
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2016. She lives in Slough, Berkshire. She provides care Monday to Friday from 8am to 5.30pm, for most of the year.

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