

# Childminder Report

**Inspection date**

6 July 2018

Previous inspection date

12 October 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder has developed very effective arrangements for sharing information and working in partnership with parents and other professionals. She is quick to identify when children need help to make good progress and is proactive in finding ways to improve outcomes for them.
- The childminder continues to raise the quality of her teaching through a range of professional activities and research. She is particularly good at working out why individual children behave as they do and how she can help them to develop their strengths. Children are very good at managing and sharing their feelings effectively.
- The childminder is diligent in managing children's individual dietary needs and extremely effective in helping them to make healthy and diverse choices about what they eat. Children often share family supper times, enjoy nutritious meals from different cultures and are commended for their excellent table manners.
- Outcomes are good. Children make very good progress in their communication and language, including those children who speak English as an additional language. Children develop good foundation skills, preparing them well for their eventual move on to school.

### It is not yet outstanding because:

- The childminder does not take full advantage of the opportunities in everyday situations to introduce children to mathematical language and ideas.

## What the setting needs to do to improve further

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

- take more advantage of the opportunities in everyday activities to extend children's mathematical skills and to introduce and practise mathematical language.

### Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector reviewed policies and discussed the procedures relating to children's safety and welfare with the childminder and her assistant.
- The inspector looked at children's records, the childminder's planning and evaluation of activities, and information exchanged with parents.
- The inspector took account of the views of parents in written communication.
- The inspector spoke with the childminder about the impact of her training, experience and practice on children's well-being, learning and development.

### Inspector

Helen Robinshaw

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is good at keeping her own knowledge of safeguarding, welfare and child protection issues up to date. She checks that her husband, who is registered as her assistant, also knows how to identify and respond appropriately to any such concerns, and monitors his practice. The childminder thoroughly evaluates her provision and astutely plans for improvement. She takes into account of the views of children, their parents and any other professionals working with them. For example, the childminder has worked hard to strengthen children's development of language and literacy in preparation for school. She is currently undertaking exciting improvements to enrich the areas where children play and rest. Children enjoy a broad range of interesting learning experiences.

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

The childminder observes and knows the children in her care well. She makes accurate assessments of children's achievements and monitors the rate of their progress across different areas of their learning and development. The childminder is quick to identify children's strengths and promote them further. Children are very happy and engaged in their learning. They have plenty of time to develop their own interests and eagerly join in activities that challenge their thinking and help them to practise higher levels of skill. For example, children thoroughly enjoy rhymes, songs and stories. The childminder uses such opportunities very effectively to enhance their speech and confidence in story-telling.

### Personal development, behaviour and welfare are outstanding

Children flourish and develop strong bonds and secure emotional attachments with the childminder and her assistant. Highly effective settling-in procedures help ensure that children's individual care needs are well known and sensitively met. Children quickly settle and develop a strong sense of belonging. The childminder provides reassurance and stability in times of change and prepares them extremely well socially and emotionally for a wide range of life events. For example, younger children talk through what to do if they were lost in different situations and older children talk openly about how to stay safe online. Children explore and respect different cultures, traditions and faiths.

### Outcomes for children are good

All children make good progress and are well prepared for the next stage in their learning. For example, toddlers practise climbing and develop more physical strength and confidence before meeting friends at new parks. Older children learn how to recognise and write their name in time for school. Children enjoy sensory play and experiment with different media and materials. They take increasing levels of responsibility for tidying up after themselves and look after their toys and resources. Children work well as a team and accept that their friends sometimes like to do things differently.

## Setting details

<b>Unique reference number</b>	EY439981
<b>Local authority</b>	Slough
<b>Inspection number</b>	1131754
<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>	12
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	12 October 2015
<b>Telephone number</b>	

The childminder registered in 2011 and lives in Slough, Berkshire. The childminder operates each weekday throughout most of the year. Her husband is registered as her assistant and he occasionally works with her. The childminder is in receipt of funding for the provision of free early education to children aged two, three and four years.

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