

Childminder report

Inspection date	30 April 2019
Previous inspection date	10 May 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The childminder and her assistant have outstanding teaching skills. They plan an excellent range of fun activities which support children to develop their knowledge to the highest levels.
- Children thoroughly enjoy their time at the childminder's house. They delight as they explore a salt tray, making marks which help to develop their early writing skills. They show high levels of curiosity and imagination as they role play with the childminder. For example, they pretend they are making chapatis at home with their family and consider what they will need to do this.
- Children develop exceptionally strong attachments with the childminder, her assistant and each other. Older children are regularly seen helping younger children. For instance, holding their hands as they learn to walk and helping put their shoes on. Children's behaviour is excellent.
- Parents are actively encouraged to share in their children's learning. The childminder invites parents to read stories in their home language, and children love to discuss their favourite books. Resources such as fun worksheets are shared with parents, to support them to develop children's early writing skills in partnership with the childminder.
- The childminder is passionate about continuously developing her knowledge and skills. She uses an exceptional selection of resources such as webinars, publications and local authority training to help develop her practice. She uses the knowledge gained to plan exciting new activities and consider the individual learning styles of each child when planning for their development.
- Children, including those with special educational needs, make outstanding progress from their starting points. Clearly planned strategies ensure children develop their communication skills exceptionally well. Children who exceed expectations for their age and stage of development are given many new challenges. This supports them to continue to make rapid progress in all areas.

What the setting needs to do to improve further

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

- continue to develop the very good range of activities and resources for developing children's understanding of the similarities and differences between people.

Inspection activities

- The inspector observed the childminder and her assistant's teaching, and the impact this had on children's learning both indoors and outdoors.
- The inspector and the childminder evaluated a planned activity together.
- The inspector assessed the childminder and her assistant's understanding of how to keep children safe.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector sampled documentation, including the childminder and her assistant's training records, children's progress records and policies.

Inspector

Charlotte Foster

Inspection findings

Effectiveness of leadership and management is outstanding

The childminder has worked in partnership with her local authority to complete a thorough evaluation of how she plans to develop her teaching and care. This has resulted in her identifying she would like to extend her resources for teaching children about the similarities and differences between themselves and others. In addition, she has reviewed how she can best help children who are making the transition to school with a wide range of skills. The childminder supervises her assistant extremely well and they spend lots of time developing their knowledge. They make sure children's safety and welfare are central to all their plans. They confidently speak about a wide range of indicators that identify children who may be at risk of harm. They have regularly refreshed their knowledge about legislation which protects children against extreme views and behaviours. Safeguarding is effective.

Quality of teaching, learning and assessment is outstanding

The childminder has excellent partnerships with a variety of professionals and parents. This supports her to deliver a carefully tailored communication programme, accelerating the progress of children with speech and language delays. Children receive lots of support to learn about healthy lifestyles. For example, they get plenty of fresh air and exercise and enjoy tending to their own onion plants in the garden. Regular trips to the local library offer excellent opportunities for children to develop a love for books and engage in creative play. Older children independently search for their favourite nursery rhymes on the computer. This helps them to develop extremely good skills operating a mouse and completing simple programs. Children listen intently as the childminder and her assistant introduce rich language of early mathematics into all their activities. They are highly motivated as they learn to measure with rulers and discuss which items are heavier or lighter on the scales.

Personal development, behaviour and welfare are outstanding

Children learn about risks in their environment extremely well as they feed ducks and learn to stay safe by the water. They know how to cross roads safely and the importance of excellent personal hygiene skills. Older children show exceptional levels of independence as they eat their lunch, opening cartons, pouring drinks and washing hands by themselves. The childminder uses every opportunity to develop their skills in readiness for their move to Reception class. Children who are less able develop very close relationships with the childminder and her assistant. They feel confident to seek affection and get exceptional support with all their chosen activities. Children learn to resolve minor issues, such as sharing, by themselves. The childminder clearly explains which acts are kind and models calm, positive behaviour exceptionally well.

Outcomes for children are outstanding

Older children can confidently identify numerals, write their names and have excellent listening skills. Children whose starting points are below those expected make rapid progress and learn the names for colours and animals. Children show excellent understanding of counting and size, for example as they compare their play dough creations with the childminder.

Setting details

Unique reference number	EY467198
Local authority	Slough
Inspection number	10075540
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 May 2016

The childminder registered in 2014 and lives in Slough, Berkshire. She operates from 7am to 8pm every day, including weekends, all year round. The childminder holds a foundation degree in early years childcare and works with an assistant.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

