

Childminder report

Inspection date	22 May 2019
Previous inspection date	13 July 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

- Children flourish in the childminder's care. They demonstrate extraordinary confidence as they eagerly explore and make independent choices in their play. They build long-lasting strong relationships with the childminder.
- The childminder uses highly effective assessments to identify what children can do. She uses this information to plan stimulating and challenging activities to support their next steps in learning. She has high expectations of the children and encourages them to explore all aspects of their learning with enthusiasm and creativity.
- Children have tremendous fun as they learn, and delight in joining in with activities. They have a significant understanding of behavioural expectations and show high levels of determination to solve problems for themselves.
- The childminder is extremely committed to developing her practice. Since her last inspection, she has made considerable improvements to the environment and resources, to encourage children of all ages to become inquisitive, self-motivated and eager to learn.
- Children develop valuable skills that will help them in the future, including school. For instance, they show high levels of curiosity, interact exceptionally well with others, and are extremely confident in speaking and listening.
- The childminder interacts exceptionally well with children. She enthusiastically engages in conversations with them, and uses a wide range of vocabulary to help extend their communication and language skills.
- The childminder places a considerable emphasis on teaching children to understand and value the differences and similarities between themselves and others. For example, she provides resources and displays to encourage children to talk about themselves and celebrate their uniqueness.

What the setting needs to do to improve further

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

- continue to explore ways to support ongoing professional development to help maintain the already outstanding teaching.

Inspection activities

- The inspector sampled written feedback from parents about the childminder's service and discussed with the childminder how she evaluates her provision to bring about improvements.
- The inspector viewed the areas of the home used by children.
- The inspector viewed relevant documentation, including evidence of paediatric first-aid training and public liability insurance.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children, and how she would monitor their learning and development.
- The inspector observed the interactions between the childminder and children and considered the impact on their learning.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is outstanding

The childminder is extremely knowledgeable about how children learn and develop. She plans meticulously for their individual development, based on her expert understanding of their current skills and abilities. Partnerships with parents and other settings that children attend are exceptionally strong. The childminder ensures they remain continually up to date about the children's ongoing care, and the progress they make. These purposeful relationships help to successfully meet children's care and learning needs. Safeguarding is effective. The childminder has a good knowledge of the signs that might indicate a child is at risk of harm. She knows what to do if she has concerns about the welfare of a child. She is committed to her ongoing professional development. She reads professional magazines and online forums to gain ideas for activities, to help keep children motivated and interested to learn. However, opportunities to pursue a range of options to enhance her professional knowledge even further are still ongoing.

Quality of teaching, learning and assessment is outstanding

Children thrive in the rich and stimulating environment. The childminder provides wide-ranging activities to support their learning. She places prompts and questions next to play materials to encourage and develop their skills, such as counting how many different types of leaves they can find among other 'natural' resources. Children become engrossed in activities. They embrace learning with enthusiasm, as they represent their experiences in their play. For example, while bathing dolls, they talk about their family and home with enthusiasm. The childminder uses children's interests to develop their learning further. For instance, as young children use stacking bricks, she encourages them to follow patterns and identify how many bricks they need of each colour. During play, children initiate activities, demonstrate extremely high levels of imagination and find ways to solve problems. For example, when they want to bathe dolls they improvise and use the sink in the role-play area as a bath, and comment that they can use washing-up liquid and pretend it is bubble bath.

Personal development, behaviour and welfare are outstanding

The childminder promotes children's emotional well-being exceptionally well. She is an excellent role model and has a consistently warm, caring approach. She provides children with an abundance of praise and encouragement through her words and actions. For example, she rewards children's good behaviour, such as giving them stickers expressing how proud she is of them. Children's health and welfare are significantly enhanced through regular exercise and fresh air. During mealtimes they regularly discuss the importance of making healthy food choices. Children clean their teeth after meals. This helps them to learn the importance of dental hygiene.

Outcomes for children are outstanding

All children make rapid progress from their starting points. They have a comprehensive understanding of behavioural expectations, and value and respect others. For example, young children understand the need to share, take turns and are very polite. They use tremendous imagination as they recreate their thoughts and ideas during role-play scenarios. They are happy and confident and show an extremely strong drive to learn.

Setting details

Unique reference number	105467
Local authority	Slough
Inspection number	10065826
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 11
Total number of places	6
Number of children on roll	1
Date of previous inspection	13 July 2016

The childminder registered in 1990. She lives in Langley, Berkshire. She provides care Monday to Friday, from 7.45am to 6.30pm, and operates all year round. The setting receives funding to provide free early education for children aged three years.

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