

Childminder report

Inspection date	20 June 2019
Previous inspection date	13 April 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Outstanding	2 1
Effectiveness of 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

- Children form strong attachments to the childminder and her assistant. They know the children well and are attentive to their individual needs. Children feel safe and emotionally secure.
- The childminder monitors children's learning well. She uses her assessments to help her identify any gaps in children's progress and implements plans to support them to catch up quickly.
- Children are keen to try new learning experiences. The childminder plays alongside them and talks to them about what they are doing, promoting their communication and language skills.
- The childminder plans a wide range of stimulating activities based on children's interests. Children make choices from a good variety of resources and play materials. They engage, concentrate and learn new skills during play.
- Children confidently develop the skills that prepare them for the next stage in their learning. They develop independence, understand how to stay safe and enjoy the many opportunities to use their physical skills indoors and outside.
- The childminder seeks the views of parents and children to help develop her practice. However, self-evaluation does not sharply focus on identifying ways to raise teaching to the highest levels.
- Children learn about the importance of being physically active. However, they have less opportunity to learn about the importance of making healthy food choices.

What the setting needs to do to improve further

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

- review self-evaluation processes to help identify areas for improvement in order to raise the quality of teaching and children's outcomes to a higher level
- encourage children to have a better understanding of the importance of making healthy food choices, as part of following a healthy lifestyle.

Inspection activities

- The inspector observed the childminder and the children indoors and in the garden.
- The inspector took account of the views of parents.
- The inspector asked the childminder to evaluate the learning that was taking place.
- 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 monitors children's learning and development.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

The childminder is committed to her ongoing professional development. She has attended several training courses, and has regular discussions with her co-childminder and assistants to help keep her knowledge up to date. She supports her assistants well. She regularly observes their practice and offers them support and guidance to help improve their interactions with children. The arrangements for safeguarding are effective. The childminder and her assistants attend relevant training to help them to recognise the signs that might indicate a child is at risk of harm. She follows robust recruitment and induction processes when employing assistants to ensure they are suitable. Partnerships with parents are good. The childminder regularly shares information with them, such as through regular discussions and newsletters, so that they feel fully involved in children's learning and development.

Quality of teaching, learning and assessment is good

Children have fun as they learn and are eager to explore and investigate. The childminder is skilled in helping them to develop good communication skills. For instance, children of all ages sing songs and rhymes to help develop their speaking. Children who need extra support have small-group times to help develop their attention and listening skills. The childminder places a good emphasis on supporting children's literacy development. For example, children listen to stories, name the characters in the books and learn to recognise their own names. Children enjoy the time they spend outdoors and develop good physical skills, such as using apparatus and pushing wheelbarrows around the garden.

Personal development, behaviour and welfare are good

Children's behaviour is good. The childminder sets clear boundaries to promote positive behaviour. For instance, she incorporates basic 'house rules', which include being respectful to the environment and kind to others. She supports children well in resolving conflicts. For example, when two children have a minor disagreement over the toys, she encourages them to share and helps them to find a solution. The childminder is committed to teaching young children to value and respect others. Children celebrate a range of festivals. This helps them to develop an understanding about the people in their wider community, including those from different cultural backgrounds.

Outcomes for children are good

Children make good progress from their starting points. They enjoy recalling their experiences and events, such as when they talk about seeing a tractor during the walk from nursery. Through role play, they show high levels of imagination as they represent their own thoughts and ideas. Older children recognise their written name and show an awareness that print carries meaning.

Setting details

Unique reference number	EY333089
Local authority	Slough
Inspection number	10112766
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	19
Date of previous inspection	13 April 2016

The childminder registered in 2006 and lives in Cippenham, in Slough, Berkshire. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder works in partnership with two assistants and a co-childminder. The childminder and her assistant hold relevant qualifications at level 3. The childminder provides funded early education for two- and three-year-old children.

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