

# Childminder report

<b>Inspection date</b>	1 July 2019
Previous inspection date	1 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Outstanding	<b>2</b> 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

- The childminder is fully committed to continually improving her practice. She uses self-evaluation effectively and seeks the views of parents and children, to help improve the quality of her provision.
- The quality of teaching is good. The childminder supports toddlers effectively as they develop good communication and language. For example, as she engages with them, she introduces new words to help extend their vocabularies.
- Children have fun as they learn. They concentrate well during activities and make good progress from their starting points.
- The childminder promotes children's awareness of leading a healthy lifestyle effectively. For example, children understand the importance of making healthy food choices and benefit from regular fresh air and exercise.
- Children are happy, well settled and have a positive sense of belonging. The childminder knows the children, their families and their specific routines well. She meets children's emotional and physical needs effectively.
- The childminder works well in partnerships with parents. She regularly shares information about children's development and activities with them, so that they feel fully involved in their children's learning.
- The childminder does not always make the very best use of the assessment information she gathers, to help her sharply focus her planning to challenge children's learning to the highest level.

## What the setting needs to do to improve further

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

- refine the use of children's assessment information to plan highly challenging learning opportunities, to help children make the best possible progress.

### Inspection activities

- 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.
- The inspector discussed the self-evaluation process with the childminder.

**Inspector**  
Ingrid Howell

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder is fully aware of her role and responsibility to protect children from harm. She knows what to do if she has any concerns about a child's welfare. She ensures that she keeps her knowledge and skills up to date. For instance, she makes good use of training and networking opportunities with other professionals to help gain ideas and sharpen her teaching skills. Regular observations and assessments of children's learning help her to check the overall progress that they make. She works effectively with other settings children attend. They regularly share information about children's development, to help promote continuity and quality in children's learning.

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

Children enjoy the activities and play well alongside each other. They are confident and interact well with children of a similar age. They enjoy the time they spend outdoors. The childminder provides a good range of resources to help develop their physical skills. Children demonstrate this as they use ride-on toys and apparatus, and develop their small-muscle skills, such as when they fill and empty large pipettes with water. The childminder makes good use of spontaneous opportunities to extend children's understanding of mathematics. This becomes apparent as she incorporates mathematical concepts throughout all activities. For instance, she counts and uses language relating to measure as children play. Children respond and repeat what they have learned. The childminder places a good focus on helping children to develop an understanding of the people, families and communities beyond their immediate experience. For example, children benefit from visits to local parks, music time at the library and attend toddler groups, to enable them to meet people in their wider world.

### Personal development, behaviour and welfare are good

Children develop close bonds with the childminder and they behave well. The childminder adopts a positive approach to managing behaviour to help foster children's self-esteem. She gives children lots of praise and encourages them to share and take turns. She successfully encourages children to develop their independence. For example, older children confidently dress and undress themselves and all children tidy away the toys when they have finished playing with them. The childminder promotes good hygiene practices. Children know that they must wash their hands before meals and after playing outdoors.

### Outcomes for children are good

Children successfully develop the skills and knowledge to prepare them for the next stage in their learning, including their eventual move to school. For example, they manage their self-care needs and independently make decisions about their play. Toddlers confidently explore technology, such as pressing the buttons on a toy guitar to create sound. Children's imaginative skills are developing well. This is evident as they excitedly pretend to prepare food and drinks in the play kitchen and serve these to the childminder.

## Setting details

<b>Unique reference number</b>	EY381078
<b>Local authority</b>	Slough
<b>Inspection number</b>	10108701
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	1 May 2015

The childminder registered in 2009. She lives in Slough, Berkshire. The childminder operates Monday to Friday, between 7.30am and 6pm, for most of the year. She receives funding to provide free early education for children aged four years.

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