

# Childminder report

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Inspection date: 27 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children form strong attachments with the childminder and her assistant. They demonstrate that they feel emotionally safe and secure, as they happily play and explore in the homely environment. Effective settling-in processes are in place and the childminder knows the children well. She confidently talks about their abilities, likes and dislikes and individual characteristics.

The childminder has high ambitions for all children. She provides a wide range of good-quality resources to support children's learning and development across all areas of the curriculum. She is skilful in helping children to gain communication and language. For instance, she provides a commentary, models good conversational skills and regularly introduces new vocabulary into children's play. Children repeat familiar words and phrases in response to the warm interactions from the childminder and her assistant.

Children of all ages have access to a good variety of books. They listen with interest to familiar stories, predict what might happen next and make links to their past experiences. For example, as they listen to stories about pancakes, children recall making these with the childminder and tell her what ingredients they used to make them.

Children make good progress from their starting points, and successfully develop the skills they need for their future learning. They demonstrate a positive attitude to learning, make independent choices in their play and engage well in self-chosen activities.

### What does the early years setting do well and what does it need to do better?

- The childminder works effectively in partnership with parents. She regularly shares information about children's development and activities, so that parents feel involved in their children's learning and can continue this at home. For example, she provides story bags to encourage parents to promote their children's love of reading.
- The childminder has a good understanding of how children learn. She completes regular observations and assessments on children and uses this information to identify when some children may need targeted support. However, she does not use assessment information or her observations of children's achievements well enough to precisely identify how she will help all children to achieve the next steps in their learning.
- The childminder successfully encourages children to explore early mathematics, such as counting, and naming shapes and colours. She finds ways to promote children's mathematical development through everyday opportunities. For

example, during meals they talk about having four quarters of a sandwich and children complete simple subtraction, such as identifying that they have one less after they eat each piece.

- Children learn about healthy lifestyles and the childminder places a good focus on children's health and well-being. Children enjoy healthy meals and snacks and benefit from regular opportunities to play and learn outside, which allows them to have fresh air and exercise. Older children learn routines well and know and understand about germs and why they need to wash their hands and clean their teeth after meals.
- Overall, children behave well, are polite and respond positively to instructions from adults. The childminder has high expectations for their behaviour and conduct. She sets clear rules and boundaries to help children understand behavioural expectations. However, during some group activities, the childminder and her assistant do not consistently support children to understand how their behaviour impacts on others. For example, children occasionally struggle to share and take turns, which results in other children's concentration and enjoyment becoming disrupted.
- The childminder and her assistant are attentive to children's needs and help them to learn how to keep themselves safe. For example, children use safety knives to cut their food during snack. This helps develop their independence and an awareness of how to manage risks.
- Since the last inspection, the childminder has ensured that her assistant has completed relevant childminder training to strengthen her knowledge and skills. However, there is further scope for ongoing coaching, to support her in taking every opportunity to extend children's learning at the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are secure in their knowledge and understanding of how to keep children safe. They know what procedures they must follow should they have a concern about a child in their care. They attend regular training to keep their knowledge updated and to help them keep children safe and well. The childminder and her assistant carry out thorough risk assessments of the home and garden and when taking children on outings. They are clear about the procedures to follow should they have any concerns about any adults living or working on the premises.

## What does the setting need to do to improve?

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

- refine how children's assessment information is used, to precisely identify how to help them achieve their next steps in learning

- provide children with clear expectations of their behaviour and support them to understand how their behaviour impacts on others
- provide further coaching for staff to improve the quality of their teaching and ensure that they understand how to extend children's learning to the highest level.

## Setting details

<b>Unique reference number</b>	EY362599
<b>Local authority</b>	Slough
<b>Inspection number</b>	10136511
<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 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	5 October 2015

## Information about this early years setting

The childminder registered in 2008 and lives in Slough, Berkshire. She operates her service all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The setting receives funding to provide free early education to children aged three years. The childminder works with an assistant.

## Information about this inspection

### Inspector

Ingrid Howell

### Inspection activities

- The inspector and the childminder had discussions to help the inspector understand how the early years provision and the curriculum are organised.
- The inspector asked the childminder questions during the inspection to establish her understanding of how to safeguard children, and how she assesses and plans for children's learning.
- The inspector observed the quality of the interactions between the childminder and children and assessed the impact this has on children's learning.
- A joint observation of an activity was completed and the childminder and inspector discussed the quality of teaching.
- Relevant documents were checked, including evidence of paediatric first-aid training and public liability insurance.

We carried out this inspection 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.

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