

Childminder Report

Inspection date	26 January 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the 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 has effective teaching skills and helps all children to make good progress in their learning. She understands how children develop and uses this knowledge to offer effective support and challenge in their play.
- The childminder has a clear vision for the development of her service. She evaluates and reflects on her skills and knowledge well, which helps the quality of her teaching and the rate of children's learning to steadily improve.
- The childminder helps parents to engage with what their children are learning and to further promote their development at home. She has effective arrangements to work with other professionals to support children's learning needs well.
- Children are secure and confident in the childminder's care. They play with imagination and enthusiasm, and are encouraged to make decisions and do things for themselves in their play and daily routines.

It is not yet outstanding because:

- The childminder does not consistently teach children about how things in the natural world develop and change over time, to fully promote their understanding of the world around them.
- Although children learn to get along and behave well, the childminder does not always help them to understand and respect each other's feelings.

What the setting needs to do to improve further

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

- make the most of all opportunities to strengthen children's understanding of living things and how things change over time, to further develop their understanding of the world
- strengthen children's awareness of how to understand their feelings and those of others, to further promote this aspect of their development.

Inspection activities

- The inspector observed the childminder's interactions with children and their daily play routines.
- The inspector viewed a range of documentation, including policies, procedures and children's records.
- The inspector and the childminder evaluated the effectiveness of an activity together.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the written views of parents.

Inspector

Victoria Frost

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands the local reporting procedures and knows what to do if she is concerned for children's safety. The childminder makes clear and precise evaluations of her setting. She sets clear targets for further improvements and makes continual improvements to the quality of her teaching, including through relevant training. The childminder makes good use of support from others and asks parents to share their views of her practice, to help her improve further. The childminder provides a welcoming and warm environment in which children can learn and play. She understands the needs of the children and plans teaching effectively to promote their learning. She uses a good system of observation and assessment, and monitors the progress children make to help them achieve well.

Quality of teaching, learning and assessment is good

Children are very engaged in their learning. They receive a good level of challenge in activities and the childminder uses a range of skills to support them to learn as they play. For example, the childminder asks questions and joins in with role play to develop children's interests. The childminder promotes children's language development well. For example, as children play with modelling dough, she names the shapes she is cutting and describes what is happening to broaden their vocabulary. Children name colours and answer questions about what they are thinking and doing. The childminder is well aware of children's development and their individual needs. She sets high levels of challenge that are appropriate to children's ages and stages of development. The childminder shares the assessments she makes with parents so that they can contribute towards planning the next targets for their children's learning.

Personal development, behaviour and welfare are good

Children are at ease in the childminder's care. They play happily and behave well. The childminder makes her expectations clear and offers explanations to children to help them understand how to behave. The childminder helps the children to keep safe and explains how to stay safe when they go on outings. The childminder actively reduces hazards to children's safety, to promote their well-being effectively. Children learn to wash their hands and to tidy away their toys once they are finished with them. The childminder offers a range of opportunities to help children learn about different cultures and festivals, to encourage their awareness of diversity.

Outcomes for children are good

All children make good progress in their learning. They develop the key skills they need to become ready for their next steps in learning. Children are well prepared for change, such as when they begin school.

Setting details

Unique reference number	EY459676
Local authority	Slough
Inspection number	944024
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2013. She lives in Slough, Berkshire. The childminder offers childcare each weekday, from 7am to 6pm, all year round.

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