

Childminder Report

Inspection date

11 February 2016

Previous inspection date

17 May 2010

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

- The childminder seeks to continually improve her practice. She regularly seeks the views of parents and children. She focuses on improvements to meet their individual needs and to provide a highly stimulating learning environment in which she helps children to make excellent progress.
- The childminder has exceptional relationships with children, which promote their emotional well-being. This helps children to develop excellent levels of confidence, as they feel extremely safe and secure.
- The childminder completes detailed observations of children's learning as they take part in a wide variety of interesting and exciting activities.
- Children progress extremely well as the childminder identifies the next steps in their learning and plans extremely effectively for their individual needs.
- Children have an abundant selection of toys and activities to play with which promote all areas of learning exceptionally well.

What the setting needs to do to improve further

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

- build on the already very strong partnerships with parents, to extend information sharing and give children, and their families, the best possible support for their ongoing care and learning.

Inspection activities

- The inspector observed the childminder engaging with children in a range of activities, in the indoor learning environment.
- The inspector held discussions with the childminder and engaged with children at appropriate times during the inspection.
- The inspector looked at documentation, including a selection of policies and procedures, and children's records.
- The inspector took into account the written feedback from parents' testimonials and questionnaires.
- The inspector checked evidence of the suitability and the qualifications of the childminder.

Inspector

Amanda Perkin

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder has extremely high aspirations. She translates her extensive knowledge of early years effectively into her practice. The childminder promotes children's learning, development and welfare very effectively through providing high-quality experiences for them. She regularly meets with other childminders to share and extend her knowledge of current good practice. The childminder has effective links with other schools and settings that children attend. These partnerships contribute greatly to a joint approach to children's learning and, as a result, they thrive. Parents are fully involved in their children's development. However, the childminder recognises she can continue to develop these relationships further to promote excellent information sharing with all parents. The childminder has an excellent understanding of her responsibility with regard to protecting children from harm. Safeguarding is effective. The childminder undertakes regular training to update her knowledge and skills.

Quality of teaching, learning and assessment is outstanding

The childminder is an exceptionally skilful teacher. She regularly and very effectively monitors children's progress. She is highly reflective and instantly responsive to the children's changing needs. The childminder focuses on the development of children's communication skills. She introduces new words and encourages them to respond to searching questions exceptionally well. Children develop their physical skills very well, for example, when using pencils and crayons to decorate animal masks and acting out the actions to stories read to them. Children's mathematical skills develop rapidly through regular opportunities to count for different purposes throughout the day.

Personal development, behaviour and welfare are outstanding

The childminder makes excellent use of local groups and libraries to provide young children with excellent social experiences; this helps children to learn about their local community and to form strong friendships with other children. The childminder is a highly effective role model and supports young children to share and be kind to their friends. As a result, children behave exceptionally well and have excellent social skills and manners. This helps children to feel extremely confident to express their own views and opinions. Children demonstrate increasing independence. For example, they carry plates and cups for snack time, cut fruit, and wash their hands in the low-level sink.

Outcomes for children are outstanding

Children are highly motivated and gain an exceptionally broad range of skills that prepare them extremely well for their next steps in learning, such as pre-school or school. Children's language skills develop quickly and they are confident to talk about their ideas during play. Children independently choose their own toys and equipment. This enables children to make their own decisions about their play and learning.

Setting details

Unique reference number	EY284820
Local authority	Windsor & Maidenhead
Inspection number	826855
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	17 May 2010
Telephone number	

The childminder registered in 2004. She lives in Pinkney's Green, Maidenhead, in Berkshire. She offers care all day, Monday to Thursday, and before school care only on a Friday, all year round. The childminder holds a relevant qualification at level 3. The childminder receives funding for the provision of early education for children aged four years.

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Piccadilly Gate
Store St
Manchester
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