

Childminder report

Inspection date: 20 February 2020

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

The provision is good

The childminder wants children to learn and achieve well. She understands the positive impact that good-quality early education can have on children's future progress. She delivers a broad curriculum with the aim of giving children the skills and knowledge they need in preparation for their future learning. With younger children she focuses well on their physical, emotional and language development. As children get older, she extends learning experiences into other areas of learning, such as mathematics and the use of tools to make marks.

Children behave well. They listen to the childminder and cooperate well with routines. Older children show kindness towards younger children. For example, older children pass toys to babies and show concern if these younger children become upset. The childminder is a good role model. She treats children with courtesy and kindness. Children are happy and settled. The childminder keeps children safe. She is vigilant about watching for signs of illness and contacts parents promptly with any concerns about children's health. She minimises risks in her home and supervises children closely. Her home is a safe, secure and welcoming environment.

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

- The childminder meets children's care needs well. She ensures that babies feel comfortable. For example, she removes extra layers of their clothes if they become too hot. She encourages them to drink frequently and follows thorough hygiene practices when changing nappies. She uses these times to support babies' emotional well-being. There are lots of smiles and laughter at mealtimes and nappy changing times. Older children show growing levels of confidence and independence in meeting their own care needs. For example, they wash their hands before meals and clear away their cups and plates afterwards.
- The childminder supports children's language development effectively. She reads and sings to children regularly. She is especially effective in using clear and relevant language to describe what children are doing. This helps children build their vocabulary. The childminder speaks and understands several languages. She helps bilingual children and children who speak English as an additional language by speaking to them in English alongside their home language.
- The childminder plans well for children's physical development. For example, she presents resources for babies in ways that encourage them to stretch and reach in preparation for later crawling. She plans activities for older children that encourage them to move in different ways.
- Children are keen to learn. The childminder builds on this by presenting activities in ways that make them sound fun and exciting. For example, she sets up activities on a table and then covers them up with a lid. Children are very keen

to find out what is in the 'magic table'. They are excited to discover resources for making musical instruments. They remain focused on this activity for a prolonged period of time. They carefully add pasta to the plastic bottles. They persevere to finish the task, under the encouraging guidance of the childminder.

- The childminder monitors children's progress. However, some of her written assessments are overly burdensome and hinder her overall accurate understanding of children's learning. Sometimes, she can become overly concerned about a small piece of missing knowledge in a child rather than identifying that, overall, their progress in a particular area of learning is secure.
- Overall, the childminder builds effectively on children's existing skills. She identifies clear intent about what she wants children to learn next. However, there are occasional weaknesses in how she implements this. For example, when planning activities to help children count forward from one to five, she also introduces counting backwards from five to one. Children show that they find this a little confusing.
- The childminder is inclusive and acts with integrity. For example, she wants all parents to feel equally involved in their children's learning. She sends all her written communications to everyone who has parental responsibility for a child. Parents appreciate the regular updates on their child's day and the suggestions about how to support learning further at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe. She updates her safeguarding knowledge regularly. For example, she completes training and carries out her own research. She is able to identify the signs that a child may be at risk of harm or neglect. She has a thorough understanding of how to share any concerns with relevant professionals. She understands the importance of doing so promptly to protect children from harm. She has a good understanding of wider child protection issues, such as the danger to children of being exposed to extreme views or ideologies.

What does the setting need to do to improve?

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

- improve further how the curriculum is implemented by delivering teaching that is focused on the particular skills that each child needs to develop next
- streamline assessments to ensure they are a helpful tool in clearly identifying what children know and can do.

Setting details

Unique reference number	EY417176
Local authority	Windsor and Maidenhead
Inspection number	10066885
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	26 November 2015

Information about this early years setting

The childminder registered in 2010. She lives in Horton, Slough, Berkshire. The provision operates Monday to Friday from 8am to 6pm for the majority of the year.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The childminder and the inspector completed a learning walk and the childminder explained how she organises the provision.
- The inspector observed the childminder and the children and evaluated the quality of the curriculum.
- Parents shared their views and the inspector took these into account.
- The inspector held discussions with the childminder at convenient times and looked at relevant documentation.

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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