

Childminder report

Inspection date: 12 January 2022

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children settle securely and happily with the childminder, who takes the time to get to know them well. They demonstrate they feel safe and secure. For example, children enthusiastically show their pictures to visitors. Children confidently move around the environment and show curiosity as they explore the wide range of exciting, stimulating and challenging activities that the childminder plans for them. The childminder thoughtfully provides a tray of sand and foliage for children to play imaginatively with their favourite trucks and cars. She knows what children enjoy and makes good use of their interests to engage them in learning. As they play, the childminder skilfully introduces new vocabulary, promotes conversation and encourages children to count. Young children develop good communication and mathematical skills. This helps them to be ready for their next stage of education, including school. Children are developing well in all areas of learning.

Overall, children behave well. They receive praise and encouragement, which helps them to build a sense of pride and achievement in their own abilities. Children learn to share, take turns and respect others, with support. They behave appropriately for their age.

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

- The childminder has developed a good curriculum based on the children's interests. She finds out from parents about their children's routines, interests and abilities before they start. She uses this information to offer good-quality care and education, including for those children with special educational needs and/or disabilities (SEND). The childminder uses information she gathers through observations of children to provide meaningful experiences to help extend their learning further. She provides an ambitious curriculum for all children.
- The childminder fosters children's love of reading and sharing favourite stories. She reads to children, using animated voices for characters as she brings stories to life. Children thoroughly enjoy sharing books and retell favourite stories to the childminder. Furthermore, the childminder skilfully uses these opportunities to develop children's understanding of emotions. For instance, as she reads to children, she talks about the different facial expressions and feelings. This helps children to understand the different emotions. The childminder demonstrates a genuine enjoyment of her work. She happily talks about what she and children are doing to provide a rich language experience.
- The childminder teaches children to keep themselves healthy. She encourages them to wash their hands before meals. The childminder ensures that children have daily fresh air and exercise. For example, she takes them to the local toddler groups, where they can develop their social skills. She provides children

with a variety of opportunities to see the world around them.

- The childminder is mindful of children with SEND. She has established partnership working with other professionals and they share information, which helps to provide a consistent approach to children's care and learning. The childminder treats children as individuals and respects their individual needs.
- On occasion, during their activities, children wait for their turn for extended periods of time. This leads to children becoming frustrated and not focusing on the intended outcome. For example, during a colour matching activity, children try to take other children's resources, which interrupts their learning.
- Parents are very complimentary about the care their children receive. For example, they write 'she is a great communicator' and provides 'exceptional care'. They also comment on how they are 'always kept informed' of their child's progress. Parents are very happy with the care and education that the childminder provides. Information about children's needs and ideas for activities to do at home is regularly shared. This provides a consistent approach for children.
- The childminder reflects on her practice. She evaluates her practice and accurately identifies her strengths and knows the areas for improvement. For example, she has identified specific training to further support children.
- The childminder has clear expectations for children's behaviour. However, on occasion, the childminder does not explain why some behaviour is inappropriate. This would promote children's understanding of what good behaviour is.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding knowledge. She is aware of wider safeguarding issues and ensures that all her policies are updated to reflect these. This helps her to keep children safe from harm. The childminder knows the possible signs and symptoms of child abuse and fully understands how to report child protection concerns. She implements policies and procedures to keep children and her home safe. The childminder carries out daily safety checks to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare to a high level.

What does the setting need to do to improve?

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

- consistently support children in managing their own behaviour by explaining to them why some behaviours are inappropriate
- plan activities more carefully to ensure that children do not spend long periods of time waiting for their turn.

Setting details

Unique reference number	2525663
Local authority	Slough
Inspection number	10215056
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Slough, Berkshire. The childminder operates her service Monday to Friday from 7.45am until 6pm, all year round. The childminder is in receipt of funding for nursery education for two-year-old children. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The childminder and the inspector carried out a learning walk and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The childminder showed the inspector a range of documentation, including evidence of suitability checks for adults living in the home and her first-aid certificate.

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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