

Childminder report

Inspection date: 10 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant provide a safe and homely, child-orientated environment. The children explore the toys and resources that are available. These are predominantly accessible for them to make independent choices and follow their interests. The childminder has developed a simple, play-based curriculum that focuses on getting children ready for school and on them becoming confident and effective communicators. She shares her intentions for children's learning with her assistant and parents to enable them to support these effectively. All children, including those learning English as an additional language, make good progress in their learning. Overall, children are enthusiastic to join in with planned activities and the routines of the day. They concentrate well when they partake in activities they enjoy, such as play dough. Children are eager to talk to visitors and include them in their play.

The childminder and her assistant remind children of expected behaviours and how to take turns. They also skilfully divert unwanted behaviour. This supports children to behave extremely well. Children are happy and confident, and they benefit from close relationships with the adults and each other. These help them to feel secure. Children approach the childminder and her assistant for cuddles and comfort if they need it, supporting their emotional well-being. They are kind and affectionate to their peers, for example, when fetching each other's water bottles without prompting.

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

- The childminder has made her own professional development a high priority since registration. She is keen to learn and keep her own knowledge and skills up to date, as she strives to provide the best she can for the children in her care. The childminder ensures that her assistant also has the relevant skills and training to carry out her role effectively. This ensures that they are able to support children's progress and development successfully.
- The childminder recognises and follows children's ideas, such as when they start to sing 'row, row'. The childminder responds to this and sings the song and does the actions, responding well to the children's cues. However, small-group activities are not fully effective. Most-able children dominate the sessions, and the planned learning is not pitched to ensure that these meet the learning needs of all children. Consequently, some children lose focus and wander off to play elsewhere.
- The childminder's curriculum provides the children with lots of experiences and outings into the community. Children enjoy visits to the park, soft-play centres and local walks. Children learn to be confident in the wider community and to find out more about the world around them.

- Children begin to understand about healthy lifestyles. The childminder encourages them to be physically active each day and to make healthy food choices. All children demonstrate strong physical skills that are consistent with their age and stage of development. Children understand they must drink regularly to stay hydrated. The childminder encourages them to wash their hands before meals, explaining why this is important for their good health.
- The childminder and her assistant use books, rhymes and singing to support children's language development. They introduce new words, extend sentences and repeat words. Some children use their home language. The childminder and the assistant repeat words back to children in English to ensure that they learn new vocabulary and the correct English words. On occasion, the childminder's assistant is not always deployed as effectively as she could be to support children who do not wish to interact with stories or group activities.
- The childminder and her assistant support children to manage their own self-care skills, such as toileting, handwashing and blowing noses. They offer help and support as required but encourage children to master skills for themselves. This reinforces their readiness for the eventual move to school.
- The childminder works effectively with parents and other professionals. She shares regular and pertinent information with parents daily, both verbally and through a messaging service. She also shares any development reports, such as two-year-old progress checks. The childminder signposts parents to external support for any identified gaps in children's learning. Thus, she ensures that any gaps close quickly and children make effective progress in learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review and adapt the organisation and structure of group times to take into consideration the age ranges and individual needs of all children present to enhance learning opportunities to the highest level
- review and develop the deployment of assistants to ensure that all children's learning is fully supported at all times.

Setting details

Unique reference number	2657847
Local authority	Slough
Inspection number	10339514
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	1 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Slough, Berkshire. She operates all year round, from 8.30am to 6pm, except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Perry

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector talked to the assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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