

Childminder report

Inspection date: 15 January 2025

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

Children are happy and demonstrate a sense of belonging in the childminder's home. The childminder's warm and gentle interactions help children to settle in quickly. Children seek comfort, play and cuddles from the childminder. She is responsive to the children's care and learning needs and supports their personal, social, and emotional development well. For instance, the childminder recognises when children feel tired. She prepares them for sleep by closing the curtains to create a cosy environment. Children quickly fall asleep, as the childminder reassuringly rubs their backs and gently sings to them. Children are soothed and have developed a strong sense of trust. They feel secure in the childminder's care and enjoy her company.

Children behave extremely well. The childminder promotes positive behaviours by role modelling kindness and respect. Children have developed an understanding of the structure and routine of the day. They have daily opportunities to go outside in the crisp fresh air. For instance, children enjoy visiting the park. The childminder protects children's welfare by dressing them appropriately for the cooler weather and risk assessing the area before they play. The youngest children delight as they are pushed back-and-forth in the swing. The childminder shares their joy as they smile and clap their hands. Additionally, the childminder regularly takes children to the local library and shops. Children are learning about the community they live in and developing a good understanding of the world.

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

- The childminder is committed to providing a safe and stimulating environment for children to grow and learn. For instance, the childminder attends various webinars and regularly researches to improve her knowledge. She has positive links with the local authority and plans to enhance her skills even further by attending additional training. The childminder is aware that continually strengthening her professional development benefits the care and education the children receive.
- The childminder has a clear understanding of what she wants children to learn and why this is important at this time. She places emphasis on supporting the children's physical development, as the youngest children are learning to walk and move around more. She supports this by providing activities to encourage them to reach out for objects and pull themselves up on furniture. This helps strengthen their core muscles. Additionally, the childminder holds their hands as they gain confidence to walk across the room. The curriculum in place helps children to build on their skills and develop self-belief in what they can do.
- Children's speech and language are supported well. The childminder's interactions with children are consistent, meaningful, and well considered. She

reads and sings to the children and provides a constant narrative of what they are doing. The childminder encourages children to repeat words back to her. As such, children are developing good conversation cues and are learning how to communicate effectively.

- Children learn good hygiene routines and how to keep themselves healthy. They wash their hands when they come inside after outdoor play, after using the toilet and before meals. The childminder talks to children about why hygiene is important to limit the spread of germs. As a result, children develop good healthy habits to keep themselves and others safe.
- Parent partnership is effective. The childminder seeks regular feedback from parents by sending out questionnaires. Close professional relationships with parents contribute to the children's positive emotional well-being. However, partnership working with other settings is not yet fully effective. For example, the childminder has not considered information sharing for children who may attend more than one setting. This means that the useful information she has about children is not shared to ensure consistency with care and learning between professionals. Despite this, children are making progress in their learning.
- The childminder offers an inclusive practice where all ethnicities and cultures are respected and celebrated. She teaches children to respect one another and understand individual differences. The childminder reinforces diversity through books, experiences, and resources. Children foster an understanding of similarities and differences between them.

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:

- establish partnership working with other settings that children attend to promote a collaborative and consistent approach to children's learning and development.

Setting details

Unique reference number	2692218
Local authority	Slough
Inspection number	10372406
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in October 2022. She cares for children from her home in slough. The childminder works Monday to Friday between 7.30am and 5.30pm, term time only. The childminder provides government funded early years places.

Information about this inspection

Inspector
Kelley Ellis

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their Early Years Foundation Stage curriculum.
- 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 inspector observed the interactions between the childminder and children.
- The inspector carried out joint observations of an activity with the childminder.
- 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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