

Childminder report

Inspection date: 15 December 2023

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 is enthusiastic in her approach and provides children with a curriculum that motivates them to learn. Assessment is used to accurately identify what children are interested in. As a result, children are keen to join in activities and demonstrate a positive approach to learning. Children are happy and settled in the care of the kind and nurturing childminder and her assistant.

Children are supported well by the childminder and her assistant to develop their physical skills. They enjoy daily walks to the school and have lots of fun as they play in the childminder's well-resourced garden. Children develop their coordination and strengthen the muscles in their hands as they scoop rice into pots to make snowmen and complete puzzles. These activities help children to develop their physical skills to prepare them for the next stage of their learning.

Children behave well in the setting. They are polite and follow instructions well. The childminder and her assistant encourage positive behaviours with lots of praise and enthusiasm. They have a consistent approach to supporting children's understanding of why certain behaviours are inappropriate and the effects that their actions may have on others.

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

- Children are well prepared for their next stage of learning and starting school. For example, the childminder ensures that children have access to, and play with, toys that positively reflect the wider community, and they take part in learning about different festivals. Children learn to be polite and to say 'please' and 'thank you'. Children also enjoy the range of activities that take place away from the childminder's home, such as trips to the park, toddler groups, the children's centre and the library.
- Although the childminder has carefully planned her intentions for children, she occasionally over-directs activities and routines. This leads to children's independent learning skills being interrupted. For example, there are times when the planning may be focused on children achieving an end product. This hinders their curiosity and their ability to extend their own learning independently because they lose focus.
- Children develop their independence and sense of responsibility well. They help to tidy away resources and activities and work to get their boots and coats on themselves. Meals are a social occasion. Children enjoy chatting with each other, the childminder and her family.
- The childminder works in partnership with parents to offer a consistent approach. Parents say that they are very happy with the childminder's service, and how their children express their love of the childminder. However, parents

are not always provided with ideas about how to support children's learning at home. As a result, children do not always benefit from a consistent approach to their learning and development.

- The childminder knows the children well. She tracks the progress that children make. She uses her child-development knowledge and government guidance to work out what children need to learn next. This helps the childminder to identify and address any gaps in children's learning.
- The childminder and her assistant place a strong emphasis on children's language and communication development. They use familiar rhymes in their daily routines and talk to children, modelling how they should say words. This helps children to begin to speak well and express themselves clearly.
- The childminder is committed to the continuous improvement of her setting. She undertakes training, reading and research to further extend her teaching skills and knowledge. The childminder supports her assistant well, and regularly networks with other childminders. This allows her to share good practice and hold professional discussions with others.
- The childminder supports children to become independent learners. For example, when they ask questions, such as 'what colour does red and yellow make?', the childminder extends the children's learning as they research this on the childminder's phone.
- The childminder introduces mathematical concepts with the children during play. For example, older children count how many boys and girls there are and then add the numbers together. Younger children count how many eyes the snowmen have and how many eyes they have.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust safeguarding policy in place. She has a good understanding of the local safeguarding partnership reporting procedures and completes training to keep her and her assistant's knowledge up to date. The childminder understands how to recognise signs that children may be at risk of harm or extremist behaviour, and knows what steps to take to protect children. She also knows how to report any allegations made against herself or anyone in her household. The childminder regularly assesses the risk of her home, garden and outings to make sure that all areas are safe for children to use.

What does the setting need to do to improve?

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

- strengthen teaching skills to give children the time they need to develop their own thinking and curiosity skills further
- enhance arrangements to provide parents with ideas of how they can best

support children's learning at home and make a contribution to the evaluation of the service.

Setting details

Unique reference number	EY217997
Local authority	Slough
Inspection number	10308113
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 10
Total number of places	12
Number of children on roll	9
Date of previous inspection	7 March 2018

Information about this early years setting

The childminder registered in 2001. She lives in Slough, Berkshire with her husband, who is registered as her assistant. The childminder works from 7.30am to 5.30pm each weekday throughout most of the year. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Chris Lamey

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 provision.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder, her assistant and the children. She considered the impact these have on children's learning.
- The inspector held discussions with a number of parents and took their views into account.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector 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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