

Childminder report

Inspection date: 4 February 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	Good
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What is it like to attend this early years setting?

The provision is good

Children clearly enjoy their time in the childminder's care. This is because the childminder and her assistant provide a bright and stimulating environment for children to play in, based on their needs and interests. As a result, children spend their time immersed in a wide range of interesting activities and resources, which are tailored to meet their individual needs and interests. Young children demonstrate the ability to concentrate for periods in keeping with their ages during planned activities, such as when they develop their fine motor skills during a creative activity. They use brushes to glue natural resources, such as leaves and twigs onto paper, which they collected during an outing. Children relish the praise which the adults give readily for trying things out for themselves. This instils their confidence to persevere under adults' warm guidance.

Children are very happy and settled. The childminder and her assistant are kind, caring, and attentive to their needs. They feel safe to communicate their wants and needs, and approach adults for comfort when needed. Children benefit from opportunities to learn about the world around them. For example, they learn about the natural environment during trips to the park. The childminder provides activities to help children learn about different cultures and cultural celebrations. They learn about what people from different backgrounds eat at mealtimes, and about Chinese New Year.

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

- The childminder monitors children's development closely. She undertakes regular assessments and uses this information to decide what they need to learn next. She fully involves her assistant in this process, so they both know the children well. She demonstrates a good knowledge of how to plan and deliver a curriculum, which will help children to reach the next stage in their learning. However, they do not consistently focus their interactions to make sure that children equally benefit from intended learning during planned activities. Nonetheless, all children make good progress overall.
- Adults positively support young children's speech and language skills. They talk to children as they engage in both planned and self-chosen activities. They ask questions and introduce new vocabulary. For example, during a cooking activity children learn the words of new ingredients and utensils, as adults tell them they are 'mashing' banana and 'sieving' the flour. Young children are becoming confident communicators, repeating words and numbers in context. On occasion, adults do not make the most of all opportunities to engage children in conversation. For example, during routine activities, to ensure children make the highest rates of progress.
- The childminder is very reflective of her own and her assistant's practice. She

proactively seeks out opportunities to improve her practice based on the needs of the children attending, which she then puts into practice. Consequently, those children whose development is at risk of falling behind their peers are catching up. The childminder's assistant reports that he receives regular constructive feedback about the quality of his practice and his interactions with children.

- Partnerships with parents are effective and positive from the start. The childminder works with families to gather as much detail about their child as possible to help them settle. She involves parents in their child's development by allowing them to contribute to initial assessments of their child's learning. The childminder regularly shares information with parents about their child's development and ways they can build on their child's learning at home. This helps to extend and support children's ongoing development.
- There are lots of opportunities for young children to learn how to keep themselves healthy. For example, during handwashing, adults teach them how to wash their hands thoroughly and why this is important. Children have individual toothbrushes to brush their teeth after meals. They have daily opportunities for fresh air and exercise in the well-equipped garden. For example, there is ample space to run around, navigate climbing equipment and play on bikes and ride on toys.
- Children behave well. The childminder and her assistant consistently promote positive behaviour. For example, they remind children about the importance of sharing and being kind to each other. Young children are learning how to understand and verbalise different emotions through interesting activities, such as through the provision of fun 'talking tiles' with corresponding picture faces.

Safeguarding

The arrangements for safeguarding are effective.

The childminder makes sure that she and her assistant keep their knowledge of child protection matters up to date. Both she and her assistant have a confident understanding of the signs which could indicate a child is at risk of harm. This includes signs they could be at risk of exposure to extreme views and behaviour. They are clear about the reporting processes they should follow to keep children safe. The premises are safe and secure, and adults closely supervise children. The childminder maintains important records to ensure the safety of children. She makes sure that her own and her assistant's paediatric first-aid training is consistently up to date.

What does the setting need to do to improve?

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

- enhance the delivery of the curriculum to make sure that all children consistently benefit from intended learning during activities

- strengthen practice to make sure that children benefit from all possible opportunities to develop their speech and language skills, including during routine tasks.

Setting details

Unique reference number	EY384533
Local authority	Slough
Inspection number	10145702
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	13
Date of previous inspection	25 June 2018

Information about this early years setting

The childminder registered in 2008 and lives in Slough, Berkshire. The childminder's provision operates Monday to Friday, between 8am and 6pm, for most of the year. She works with an assistant.

Information about this inspection

Inspector

Carla Roberts

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 their evaluation of the provider.
- The childminder spoke to the inspector about how the curriculum had been implemented and their intentions for children's learning.
- The inspector observed the interactions between adults and children.
- Parents shared their views of the setting in writing which the inspector took account of.
- The inspector spoke to the assistant to find out how the childminder monitors and supports their practice.
- 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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