

Childminder report

Inspection date: 9 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 Met (with actions)

What is it like to attend this early years setting?

The provision is good

Children are very happy and settled in this home-from-home setting. The childminder knows the children very well. She works closely with the children's parents so that she has a good awareness of each child's care and learning needs. This helps her to plan an ambitious curriculum around the children she is caring for.

The childminder creates a fun and stimulating environment. She follows children's interests in their play and provides many opportunities to support children's early mathematical skills. For example, as children create a role play shop, they pretend to count money. The childminder extends children's mathematical knowledge as she introduces the concept of simple addition. Children show great interest in books. They sit close to the childminder as she reads to them. The childminder carefully selects books to support children with their next stages of development. For example, she uses stories that help children understand about toilet training. This helps children to develop their confidence.

The childminder is a positive role model and praises children for things they do well. For instance, while exploring play dough, children consider the feelings of others as they offer to take turns with the play dough tools. Children behave very well and are kind to each other.

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

- The childminder supports children's creativity and imagination. Children become absorbed as they create models from play dough. The childminder follows the children's interests as they create their own picnic with teddy bears. They role play and enjoy serving the childminder her pretend picnic food.
- The childminder ensures that children have plenty of opportunities to be outside in the fresh air. For example, they spend time in the garden, go on walks to the local woods and visit the local park. Children learn the importance of getting plenty of exercise, drinking water and eating healthy food. This helps to support children's health and well-being.
- The childminder provides a broad and interesting curriculum for the children in her care. She observes children's play and understands what they need to learn next. Activities have specific learning intentions for individual children. For example, children concentrate intently as they paint their pictures. However, the childminder's enthusiasm means she can lose focus on the learning intention of the activity. This means she does not always teach children the intended outcomes.
- The childminder plans plenty of opportunities to enhance children's growing independence. For instance, children take their own coats and shoes off. Furthermore, the childminder teaches children how to prepare their snacks. For

example, children concentrate intently as they peel the shell off their hard-boiled eggs and peel oranges. This helps children to gain some necessary independence in readiness for school.

- The childminder supports children's communication and language skills well. Children enjoy opportunities to read stories with the childminder. The childminder uses every opportunity to talk to children and introduce new language. For example, she introduces words such as 'marble' and 'shiny' as children explore the play dough. This helps children develop their vocabulary.
- The childminder has clear expectations for behaviour. She models kindness and respect as she interacts with the children. Children behave well, they understand the routines well and listen to the childminder's instructions. For instance, children eagerly help with tasks, such as tidying up their toys and creative activities.
- Parent partnerships are good. The childminder keeps parents updated about children's learning during handover times. She works collaboratively with parents on issues such as toilet training. This helps to ensure that children's needs are met.
- Since the last inspection, the childminder has ensured that her mandatory training, such as first aid, is up to date. Furthermore, she watches a range of webinars on childcare and educational subjects. These help her to reflect on her provision for the children she is caring for.

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:

- strengthen the implementation of the curriculum so that the intent for children's precise next steps is achieved.

Setting details

Unique reference number	EY408308
Local authority	Slough
Inspection number	10338432
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	3 to 9
Total number of places	6
Number of children on roll	0
Date of previous inspection	20 February 2024

Information about this early years setting

The childminder registered in 2010 and lives in Slough, Berkshire. The childminder operates from 5am to 11pm, Monday to Sunday, all year round, except family holidays. The childminder holds an appropriate early years qualification.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The childminder showed the inspector around the premises and discussed how she organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder's setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.

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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