

Childminder report

Inspection date: 2 August 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

Children are happy, settled and show good levels of emotional well-being. The childminder places the children at the heart of everything he does. He knows the children well and provides them with experiences unique to their individual needs and abilities. The childminder ensures that all children have equal access to the activities available. For instance, when older children chase bubbles, he holds the youngest children in his arms so they can join in. Babies wriggle with excitement and smile happily as they reach out and pop the bubbles.

Children have a positive attitude to learning and make good progress from their starting points. They benefit from many opportunities to support their communication and language skills. For example, throughout activities, the childminder provides a commentary, models good conversational skills and introduces new vocabulary. Children are vocal and repeat familiar words and phrases in response to the childminder's warm interactions.

Children behave well. The childminder acts as a positive role model and has high expectations for children's conduct. Clear rules and boundaries, such as being kind and respectful to others, help children to understand what is expected of them. Children happily share, take turns and play harmoniously with other children.

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

- The childminder is kind, caring and responds quickly to children's individual needs. For instance, when babies begin to cry, he sympathises with them and remarks that they might need a nappy change and a sleep. These positive interactions help children to feel safe and secure.
- The childminder regularly monitors children's progress. He provides a good range of activities that help children to continue their learning and development across all areas. For example, babies explore dried rice and use different resources to make marks in this. Older children pour the rice into containers and compare which are empty and which are full.
- Babies demonstrate confidence and are eager to explore and investigate their surroundings. They shake musical instruments and listen to the noise they make. Children show a good understanding of how things work, such as when they press the buttons on toys to make them light up and make sounds.
- The childminder successfully weaves mathematics into everyday play. For instance, as children chase bubbles around the garden he uses words such as 'big' and 'small' to help children to understand about size. Children also count the number of bubbles as they pop them, demonstrating that they have a developing awareness of numbers.
- Overall, the childminder interacts well with children. During play, he asks

children questions to help identify what children know. However, occasionally he does not allow children enough time to think and respond.

- Partnerships with parents are good. The childminder has developed positive relationships with them. He ensures that they are kept up to date with children's progress and is quick to alert them to any emerging concerns. Parents comment favourably about the childminder. For instance, they express how well their children have developed in the childminder's care.
- Children enjoy the time they spend outdoors. The childminder provides a good range of resources to support children's physical skills. For example, children play ball games, use rockers and regularly visit the local park. Children demonstrate good physical skills as they move in different ways, including crawling and jumping.
- The childminder places a strong focus on teaching children the importance of leading a healthy lifestyle. Children frequently wash their hands and are encouraged to make healthy food choices, such as eating plenty of fresh fruits and vegetables.
- The childminder completes all mandatory training to ensure that he promotes children's safety and welfare effectively. However, there is scope for him to source further training opportunities to continue to embed his understanding of how children learn and develop.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of his role in protecting children who may be at risk of harm. He is alert to possible indicators of when a child may need help. He knows the relevant agencies to contact for guidance. The childminder attends child protection training and is aware of the correct procedure to follow should there be an allegation. The premises are secure. The childminder carries out daily checks of the indoor and outdoor environments to ensure that they remain 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:

- when asking questions, allow children the time they need to think and respond
- continue to develop professional skills and knowledge to support good-quality teaching for all children.

Setting details

Unique reference number	EY414954
Local authority	Slough
Inspection number	10301667
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	24 January 2018

Information about this early years setting

The childminder registered in 2010. He lives in Slough, Berkshire. The childminder works with his wife, who is also a registered childminder. The childminder operates from Monday to Friday, for most of the year, between 9am and 5.30pm.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- This was the first routine inspection the childminder has 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 setting.
- The inspector looked around the areas of the setting used by children.
- Discussions were held between the childminder and the inspector, to help establish the childminder's understanding of how to safeguard the children in his care.
- The inspector took account of the views of parents by reading written comments.
- The inspector viewed relevant documentation, including suitability checks, evidence of paediatric first-aid training and public liability insurance.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.

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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