

Childminder report

Inspection date: 29 November 2019

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Requires improvement |

What is it like to attend this early years setting?

The provision is good

The childminder provides a well-resourced, warm and welcoming environment, where children make independent choices in their play. They form secure attachments with the childminder and show high levels of emotional well-being. They are confident, curious, enthusiastic to find out new things and have a positive attitude to learning. The childminder has high expectations for all children and assesses their development consistently, to ensure they make good progress. These assessments allow her to identify when children may need additional support, so that she can implement plans to help children to progress further.

The caring childminder spends plenty of time playing with children in a positive way. She knows the children's preferences and interests and uses these to help them to settle and feel at ease. She uses positive strategies to manage children's behaviour. For instance, she has clear rules to help children to understand the types of behaviour that are acceptable and those that are not. Children are polite and show good levels of respect towards other children, the childminder and the environment.

The childminder interacts well with children and provides a good range of adult-led activities to encourage their learning further. However, although she provides a narrative for children, she does not always make effective use of questioning, to check older children's understanding, and provide explanations to help develop their learning even further.

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

- Children benefit from a rich and varied selection of toys and resources that support their learning across the curriculum. The childminder places a good emphasis on supporting their mathematical development. For example, she encourages them to name shapes, count and use numbers during their everyday play.
- The childminder incorporates children's interests well into planned activities. For example, children listen to pirate stories, dress up as pirates, and look for hidden treasure in sand. They join in with enthusiasm and giggle with excitement, in anticipation of playing musical instruments, accompanied by singing their favourite pirate songs.
- The childminder fosters children's communication and language skills well. Children demonstrate confidence in speaking and listening, and participate in interesting conversations with the childminder. However, the childminder does not always extend children's learning as well as possible. For example, during some activities she does not ask children open questions, to help her identify what they already know, so that she can provide explanations to broaden their

knowledge and skills even further.

- The childminder works effectively in partnerships with parents. She regularly shares information about children's development and activities, so that parents feel involved in the children's learning and can continue this at home. Parents speak highly about the childminder and comment, 'She is not only the lady that looks after our child; she is a friend.'
- The childminder ensures that children have a wide range of opportunities to be physically active and provides them with healthy meals and snacks. However, occasionally she misses opportunities to talk to children about the importance of making healthy food choices, as part of leading a healthy lifestyle. For instance, during mealtimes she does not talk to them about the healthy foods they are eating, to encourage them to understand that some foods are better for them than others.
- The childminder successfully helps children to develop early literacy skills. She provides a good range of writing resources to enable children to make marks and colour pictures. Children self-register on arrival and older children confidently recognise their own names. Children have access to a wide range of books and enjoy listening to familiar stories. They listen with interest, talk about the characters and confidently predict what might happen next.
- The childminder encourages children to develop independence skills and learn to take responsibility for completing small tasks for themselves. Children carry out various tasks, such as dressing, washing their hands, and helping the childminder to carry snacks to the table.
- The childminder is committed to her role and her ongoing professional development. She makes good use of networking opportunities and meets with other professionals to discuss practice issues. This helps give her a deeper understanding of how children learn and develop.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities in keeping children safe. She has attended relevant training and is aware of the signs and symptoms that may indicate that a child is at risk of harm. She is confident about the action to take if she has any concerns about the safety of a child in her care. Regular checks on the environment both indoors and outside help the childminder to identify and eliminate any potential risks to children and ensure their safety.

What does the setting need to do to improve?

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

- strengthen opportunities to fully extend and challenge the learning of most-able children to the highest levels

- encourage children to have a better understanding of the importance of making healthy food choices, as part of following a healthy lifestyle.

Setting details

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| Unique reference number | EY338221 |
| Local authority | Slough |
| Inspection number | 10112350 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 5 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Date of previous inspection | 20 May 2019 |

Information about this early years setting

The childminder registered in 2006 and lives in Slough, Berkshire. She offers care Monday to Friday from 7.15am to 6pm, throughout the year. The childminder holds an appropriate childcare qualification.

Information about this inspection

Inspector
Ingrid Howell

Inspection activities

- The childminder and the inspector completed a joint observation of an activity.
- The inspector sampled documentation, including evidence of paediatric first-aid training and public liability insurance.
- The inspector observed the interactions between the childminder and children. and considered the impact on children's learning.
- The childminder and the inspector held discussions to establish the childminder's understanding of how children learn and develop.
- The inspector read written feedback from parents and took their views into consideration.

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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