

# Childminder report

---

Inspection date: 12 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

The childminder is kind, friendly and welcoming. She provides a caring and nurturing environment, and children build strong attachments with her. On entry to her setting, she gains information from parents about children's care and learning needs. This enables her to plan appropriate activities for them from the outset. Children are happy, content and settled within the childminder's care. They show they feel safe and explore with confidence.

The childminder is highly effective in helping children to gain communication and language skills. She engages them in meaningful conversations to extend their speaking and listening further. For example, she repeats words and phrases and introduces new vocabulary, such as 'squishy' and 'squashy' during children's play. Toddlers respond with enthusiasm and babble in response to the childminder's positive interactions.

The childminder has high expectations for all children. She works effectively in partnerships with parents and regularly shares information about children's development and activities. Parents feel involved in their children's learning and comment very positively about the childminder.

The childminder provides a good range of easily accessible resources to support children's learning across all areas of the curriculum. However, on occasion, she does not always use children's interests to help them to build on their existing knowledge and skills.

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

- The childminder knows the children well and assesses their learning closely. She uses this information to establish what children already know and plan for their next steps. However, although she identifies that children can be reluctant to investigate different textures, she has not explored a variety of ways to support this aspect of their learning fully.
- The childminder ensures that children have a wide range of experiences to encourage them to be physically active. For example, they play outdoors and visit local parks. The childminder provides children with healthy meals and snacks and uses these everyday routines to teach them the importance of following good hygiene practices, such as washing their hands before meals.
- The childminder uses effective teaching skills when playing with children, such as showing them how to do things and encouraging them to complete tasks independently. This is demonstrated when children play with a shape sorter and struggle to fit the shapes in the correct holes. The childminder encourages them to persevere and gives them an abundance of praise when they succeed.

Children show high levels of determination to solve problems independently and show pride in their own achievements.

- Children behave well. The childminder is a positive role model. She provides guidance and effective strategies to promote children's positive behaviour and well-being. For example, she has clear rules and boundaries and encourages children to consider how their behaviour may impact on others.
- The childminder effectively reflects on her practice. She asks parents to complete questionnaires, and regularly asks them if they are satisfied with her service, to help her to assess the quality of her provision. She has forged strong links with other professionals in her area, who help to support her in her work. She works effectively in partnerships with other settings children attend. She regularly shares information with them to enhance children's experiences and maintain continuity in their learning.
- Although the childminder interacts well with children, she does not always use spontaneous opportunities to extend their learning to the highest level. For example, when children pretend to drink tea from a cup, she suggests they make tea. However, she does not provide the resources to enable them to do this. This does not support children to express their own imaginative and creative ideas fully.
- The childminder is committed to her role and her ongoing professional development. She completes regular training and makes good use of networking opportunities to meet with other professionals. This enables her to share ideas for good practice and keeps her knowledge and skills up to date.
- Children confidently develop the skills they need for their future learning. They listen attentively and respond to familiar stories, rhymes and songs. They have an age-appropriate understanding of mathematics. For instance, toddlers confidently fit shapes into shape sorters and recite numbers during their everyday play.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge updated regularly through attending training courses. She can confidently identify the signs and symptoms that may indicate that a child is at risk of harm. She keeps well informed of her local safeguarding procedures and knows who to contact if she has any concerns. She ensures children are continuously supervised while in her care and completes daily checks on her home to identify and eliminate any potential risks.

## What does the setting need to do to improve?

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

- expand the good teaching further by responding to individual children's interests

and challenge their learning to the highest level

- develop more ways for children to experience a wider range of textures and materials to support their creative skills further.

## Setting details

<b>Unique reference number</b>	105549
<b>Local authority</b>	Slough
<b>Inspection number</b>	10065828
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	8 February 2016

## Information about this early years setting

The childminder registered in 1989 and lives in the Langley area of Slough, Berkshire. The childminder provides care for children Monday to Friday, from 9am to 5pm, for most of the year. The childminder holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Ingrid Howell

### Inspection activities

- The inspector and the childminder viewed the areas of the home used by children and discussed how the curriculum is organised.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children and how she assesses and plans for children's learning.
- The inspector observed the interactions between the childminder and children and considered the impact on their learning.
- Documents were sampled by the inspector, including evidence of public liability insurance and paediatric first-aid training.
- The inspector viewed 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019