

Childminder report

Inspection date: 15 January 2020

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 forms good relationships with children. She is very calm and responsive to their emotional needs. Children demonstrate they feel safe and secure. They explore with confidence and the childminder supervises them well. Children learn how to keep themselves safe. For example, during role play the childminder reminds children the kettle is hot and at mealtimes they learn to use a knife safely to cut their fruit.

The childminder supports children's learning through a variety of activities, both in the home and through local outings. The childminder provides children with many opportunities to be physically active. For example, children enjoy daily fresh air and exercise as they use various outdoor and soft-play equipment. They complete puzzles, turn pages of a book and make marks using a variety of materials.

Children are developing the skills they need in readiness for their future learning. For example, they learn the rules and boundaries set by the childminder. The children eagerly help with tidy-up time and demonstrate good manners. They participate in a range of activities that link to their interests and age and stage of development. However, on occasions, the childminder does not provide consistent challenges within the activities provided.

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

- The childminder has made improvements since her previous inspection. She has worked effectively with the local authority support worker to develop an action plan. This has inspired the childminder to complete additional training to improve her skills and knowledge, develop confidence in planning, and implement the curriculum.
- Children are creative in their play. They concentrate making 'dough sausages', and use some numbers and shape cutters. The childminder joins in and speaks to them about what they are doing. However, she does not recognise opportunities to help children to develop their understanding of mathematical concepts and language to the highest possible level.
- Children develop positive attitudes to learning. They enjoy listening to stories and singing familiar songs which help to increase their vocabulary. Children get excited when they recall familiar parts of their favourite stories, such as 'The Gruffalo'. The childminder skilfully extends the activity and maintains children's interests once the story is finished. They look for animals in the play area and have fun imitating the noises the animals make.
- Children enjoy role play. They make cups of tea in the play kitchen and involve the childminder in their play. The childminder supports children's language development. She provides a running commentary about what children are

doing. This helps younger children to link actions to words and to understand their meaning. However, the childminder sometimes misses the opportunity to provide further challenge to children's learning, for example relating sounds to letters and counting objects.

- The childminder has improved her knowledge and skills in managing children's behaviour. She has completed training and uses the strategies she has learned to promote positive behaviour and manage more-challenging behaviour. Children are learning to recognise the impact of their actions. They are encouraged to be kind to their friends and be gentle when handling family pets. The childminder reminds children to use their 'gentle hands' and to 'share the toys with their friends'.
- Partnerships with parents are successful. The childminder actively engages with parents to find out about their children's needs. She uses the information effectively to guide the curriculum provided. Parents comment that 'they have seen improvements in their child's speech and understanding in the short time they have attended'. They confirm the childminder is an 'effective communicator' and they find this 'very reassuring'. Parents receive regular feedback about their child's progress to support a collaborative approach to children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection and has kept her safeguarding knowledge up to date by attending further training. She is confident in the procedure to follow if she is concerned about a child's safety or well-being. The childminder completes regular risk assessments of the areas used by the children. She checks her home regularly to ensure it is a safe, secure and suitable environment, to help keep children safe from harm. For example, children know not to climb indoors and are securely seated while sitting at the table for meals or activities.

What does the setting need to do to improve?

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

- provide more opportunities to help children further develop their understanding of mathematical concepts and language
- provide children with an even greater level of challenge during activities, to help them achieve their highest potential.

Setting details

Unique reference number	EY501578
Local authority	Slough
Inspection number	10102166
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	4
Number of children on roll	6
Date of previous inspection	25 March 2019

Information about this early years setting

The childminder registered in 2016 and lives in Slough. She operates Monday to Friday from 7.30am to 6pm, throughout most of the year.

Information about this inspection

Inspector

Maria Conroy

Inspection activities

- The inspector engaged in discussions with the childminder and the children throughout the inspection at appropriate times.
- The inspector observed the interactions between the childminder and the children in her care and discussed how the activities provided support children's learning.
- The inspector gained the views of parents.
- The inspector sampled statutory documentation during the inspection.

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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