

# Childminder report

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Inspection date:

27 January 2020

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Outstanding

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

### The provision requires improvement

The childminder is caring and kind towards children and they have formed close bonds with her. In the main, children are happy and confident within the childminder's home. She knows them well and generally supports their learning effectively.

Overall, the childminder has high expectations for all children. She completes regular observations and assessments on them to help identify what they already know and can do. This enables her to find any gaps in their learning. She demonstrates an understanding of how children learn and develop, and recognises the importance of providing a challenging curriculum. However, she does not consistently implement this to provide high-quality interactions with children. Children do not engage well with the resources provided and regularly have their learning interrupted. For example, when they become engrossed in activities, the childminder adds more resources or suggests they move on to other activities. This interrupts their attention and hinders their progress.

Children's behaviour is generally good and they play well alongside other children. The childminder acts as a good role model and has a calm and consistent approach to managing children's behaviour. She intervenes quickly when children have minor disagreements and gives them gentle reminders to help them to understand behaviours that are acceptable and those that are not.

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

- Effective settling-in procedures are built around the needs of each child. The childminder gathers information from parents from the outset to ensure that children's care needs are met fully. Subsequently, children demonstrate good levels of emotional well-being and feel safe and secure in the childminder's care.
- During some activities, the childminder does not encourage children to engage in purposeful learning. Therefore, at times, children are not motivated to learn and become easily distracted.
- Children receive healthy and nutritious meals. However, the lunchtime routine is not organised well and does not support children's social skills. The childminder allows children to watch television while they are eating. Children become so engrossed they stop eating and some wander around the room with food, such as yoghurt. This does not encourage children to learn good table manners and behaviour at mealtimes.
- The childminder shares information about children's progress with parents and requests information about their children's interests at home. Overall, parents comment positively about the relationship they have with the childminder. However, the childminder does not always use the feedback she receives from

parents to help her to identify weak areas of her practice and develop the service she provides.

- Children of all ages have access to a good variety of books. They listen to familiar stories, predict what might happen next and describe what is happening in the story. For instance, they identify that the truck is stuck and suggest it could be pushed or pulled. However, this activity was regularly interrupted as the childminder completed other tasks. Therefore, children do not consistently benefit fully from the activity.
- Children's language and communication needs are supported appropriately. The childminder repeats words and phrases and encourages children to repeat these back to her.
- Children enjoy the time they spend outdoors and successfully develop their physical skills. For example, they use rockers and push themselves along in play vehicles. Regular visits within the local community help children to learn about the wider world. For instance, children visit parks and woodland. These positive experiences also help children to develop an understanding of how to manage risks, such as crossing roads safely.
- The childminder encourages young children to be independent in completing tasks. Children confidently dress themselves for outdoor activities, help tidy away toys when they have finished playing with them and recognise when they need to wipe their noses, such as after they have sneezed.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She has a good knowledge of the signs and symptoms that indicate a child may be at risk of harm. The childminder knows how to report any concerns she may have about a child's welfare. She keeps her safeguarding knowledge up to date through attending training courses. This has given her an in-depth knowledge of the wider issues relating to safeguarding. Risk assessments are completed regularly to minimise any hazards to children. Children are supervised well in all areas of the premises.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
review and improve interactions with children during activities, to provide them with consistently effective support and challenges in their individual learning.	31/01/2020

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

- give greater consideration to ensure children have enough time to complete activities or finish games
- make better use of feedback from parents to help identify areas for improvement within the setting
- develop routine activities, such as lunchtime, to enable children to develop good language and social skills.

## Setting details

<b>Unique reference number</b>	105399
<b>Local authority</b>	Slough
<b>Inspection number</b>	10136124
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	11 February 2016

## Information about this early years setting

The childminder registered in 1995 and lives in the Castle View area of Langley, Berkshire. She operates from Monday to Thursday all year round, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Ingrid Howell

### Inspection activities

- The inspector and the childminder had discussions to help the inspector understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was completed with the childminder.
- The inspector asked the childminder questions at convenient times during the inspection to establish her understanding of how to safeguard children, and how she assesses and plans for children's learning.
- The views of parents were taken account of and the inspector held discussions over the telephone with them, as well as sampling written feedback.
- The inspector observed the interactions between the children and the childminder and considered the impact on their 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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