

Childminder report

Inspection date: 4 February 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the childminding setting. They gain an exceptional range of skills and knowledge ready for their future learning. The childminder inspires children to learn through her high-quality interactions and the support she provides for their learning. She is exceptionally committed to helping children reach their potential. She motivates them to learn through a wide range of exciting and engaging activities and play experiences.

Children are exceptionally confident. They are very eager to engage in discussions with adults and ask questions. They are extremely curious and have an incredible interest in their learning. Children recall information exceptionally well. They develop a wide range of vocabulary and regularly use the new words they learn, such as 'nocturnal' when discussing snails and how they live. Children behave extremely well and need very little guidance. They have an excellent understanding of the expectations of behaviour and frequently use good manners without prompting. Children show respect for each other and delight in each other's achievements. They work extremely positively together and easily share and take turns. Children develop high levels of independence and the ability to do things for themselves. For example, they learn to put on and take off their outdoor clothing and boots and put these away without support. They tidy up and put resources away when they have finished playing with them without being asked.

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

- The childminder has an excellent knowledge about what each child needs to learn next. Where any gaps in learning are identified, she addresses these promptly, for instance gaining guidance from professionals if needed and working with parents. The activities and learning experiences the childminder plans very carefully for each child help them to build on what they know and can do already. The childminder's excellent support and planning enables children to practise and consolidate their skills and knowledge over time. This is highly effective in supporting children to gain skills and develop an in-depth knowledge and understanding.
- Children receive excellent support from the childminder. She provides extremely well-timed interactions that extend children's learning. For example, she uses questioning very effectively, which helps children to think and respond. The childminder teaches children how to recognise letter sounds and blend these. As a result, children use their knowledge of letter sounds in their everyday play, such as writing simple words. They frequently identify the initial letter sound of the words they use. Children develop their small physical skills extremely well through a wide range of activities and resources. These help children learn to move their hands and fingers, which contributes to their early writing skills. For

instance, children learn to use pencils with control to write their names. The childminder uses mathematical language and questions during her high-quality interactions with children. This helps children learn to count, order numbers and to understand quantities and sizes extremely well.

- Partnerships with parents are exceptionally strong. The childminder provides highly effective strategies to engage parents in their children's learning. She begins with home visits to help her understand children's individual needs. In addition, this enables her to forge very positive relationships with parents from the start. She provides parents with excellent information, including suggestions and ideas to help them continue children's learning at home. Children take home books daily to share with their parents, which continues the high-level of support for their early literacy and language skills.
- The childminder reflects on her provision exceptionally well. She researches information, undertakes training and takes account of local information. For example, local health information identified that children's dental health was not supported well enough in the area. As a result, the childminder introduced a model mouth and toothbrush to teach children how to brush their teeth properly along with daily teeth brushing for children. The childminder has reviewed her learning environment and used research to make very well-considered changes. For instance, she has changed furnishings from bright to neutral colours. This provides a sense of calm which helps children to focus and concentrate on their play and learning exceptionally well.
- Children feel safe and secure with the childminder and form extremely warm and close bonds with her. They have an excellent sense of belonging. For example, the childminder displays at child height photographs with captions of what children have said or observed, such as while on a 'winter walk'. This also helps children to recall and discuss their experiences. Children learn about their similarities and differences. For example, children visited places of worship and celebrate different religious dates and festivals that reflect their own and other's backgrounds.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her responsibilities to safeguard children. She is very confident in how to recognise and manage any concerns about children's welfare. The childminder undertakes a range of training to ensure her knowledge and understanding of safeguarding matters remains current. She has an extremely good awareness of wider safeguarding issues, such as those relating to extreme beliefs and views. The childminder proactively helps children understand how to keep themselves safe. For instance, she teaches children about ways to stay safe when walking by the road in the dark.

Setting details

Unique reference number	EY452666
Local authority	Slough
Inspection number	10132629
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 4
Total number of places	5
Number of children on roll	3
Date of previous inspection	9 May 2016

Information about this early years setting

The childminder registered in 2012. She lives in Slough, Berkshire. The childminder offers her service Monday to Friday for most of the year. The childminder has an early years degree and has early years professional status.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- A learning walk was completed with the childminder where she discussed her learning intentions and ethos with the inspector.
- The inspector observed children's play, activities, routines and their interactions with the childminder.
- An activity was evaluated and discussed with the childminder, including the impact for children's learning.
- The inspector spoke to the childminder and interacted with the children at appropriate times during the inspection.
- A sample of paperwork was viewed, including some parents' comments, children's records and evidence of the childminder's suitability and training.

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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