

# Childminder report

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Inspection date: 13 February 2020

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| <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 | Not applicable |

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

### **The provision is good**

Children enjoy the time they spend with the childminder and develop secure bonds with her. They enjoy the bright and welcoming environment and have a wide range of toys and resources available to use. As a result, children enjoy exploring and using their favourite toys. For example, young children enjoy playing with a toy vacuum cleaner. They move it back and forth to make the plastic balls move around the dome enclosure. Young children are inquisitive and get really excited as they push buttons on toys, as they are aware music will then play. They enjoy rolling a ball to the childminder and giggle as it is rolled back towards them.

Young children build on their developing physical and coordination skills during the day, and the childminder encourages them to do things for themselves wherever possible. The childminder continually talks to the children, and narrates what they are doing. Children babble back in response and develop their awareness of how to communicate with others. Children demonstrate they feel safe with the childminder, who is sensitive to their needs, and this fosters their emotional well-being. Children learn to share and take turns and develop a good awareness of a healthy lifestyle.

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

- The childminder is professional and well organised. She reflects on her practice and this helps her identify where she can develop her skills further.
- The childminder knows children well and uses their play to extend on their next areas for learning very well. For example, as young children lie on their front, she places a cushion or hand under their tummies to encourage them to push themselves up and attempt to crawl, rather than slide backwards. She places a bright ball just out of reach to encourage and entice them further.
- Children develop their physical and coordination skills, such as using a spoon to feed themselves. They enjoy feeling the texture of a banana a snack time and their lunch food. However, they do not have consistent opportunities to explore and experiment with a wider range of textures, to enrich their sensory experiences even further.
- The childminder seeks out additional information to support her professional development and to assist her in helping children with their learning. For example, she has gained a greater awareness of how to form positive attachments as a key person and increased her awareness of how to support children with specific learning needs.
- The childminder observes and assesses children and identifies their most relevant next step in learning. Children make good progress and gain the skills they need for their future learning. For example, the childminder places some favourite toys just out of children's reach to encourage them to crawl.

- Partnerships with parents are extremely good and the childminder works closely with them to promote continuity in children's care and learning.
- The childminder communicates exceptionally well with young children as they play. She uses her conversations with them to build on their language and young children babble back in response to her questions. The childminder gives children a lot of attention, which they enjoy. For example, while she prepares their lunch, children enjoy reaching and manipulating toys for themselves. They are curious and inquisitive of what is around them and attempt to reach for different objects. However, at times, the childminder is very quick to assist them. For example, when she sees children reaching, she quickly goes over to get the object and show them what to do, for example pushing a button to get a response. This does not give young children the space and time to explore resources, test out their ideas and learn to solve problems for themselves.
- Children gain an awareness of healthy lifestyles and enjoy exploring their local community. For example, young children go out during the day and visit toddler groups and places in the local community. The childminder talks with them and helps them develop their communication and physical skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of how to safeguard children. She has a good awareness of the local authority procedures to follow if she has a concern for a child's welfare. The childminder keeps details of contact numbers and has the local safeguarding partnership prompt sheets on display to refer to. She completes risk assessments on her home environment and for outings to enable children to play in safety.

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

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

- enable young children to have more time and opportunities to explore resources, test out their ideas and solve problems for themselves
- provide greater opportunities for young children to explore and experiment with a wider range of textures.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY549291  |
| <b>Local authority</b>             | Slough  |
| <b>Inspection number</b>           | 10123438  |
| <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>       | 0 to 5  |
| <b>Total number of places</b>      | 4   |
| <b>Number of children on roll</b>  | 3   |
| <b>Date of previous inspection</b> | Not applicable  |

## Information about this early years setting

The childminder registered in 2017 and lives in Langley, Berkshire. She operates between 8.30am and 6pm Monday to Friday, all year round. The childminder is able to provide overnight care.

## Information about this inspection

### Inspector

Anne Nicholson

### Inspection activities

- The childminder completed a learning walk with the inspector and shared how she organises her early years provision and the impact that this has on children's learning.
- The inspector interacted with the childminder and children at appropriate times throughout the inspection.
- The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures. She sampled a range of documentation, including suitability checks, policies and procedures.
- The childminder shared how she evaluates her provision and builds on her professional development.
- The inspector observed the interaction of the childminder and the children, and the impact the teaching has on children's learning and development.

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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