

Childminder report

Inspection date: 11 June 2021

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

The provision is good

Children are provided with many opportunities to practise their independence skills for when they move on to their future learning. They are invited to get a tissue to wipe their nose, encouraged to place it in the bin and wash their hands afterwards. On arrival, children hang up their jacket and bag, and put their shoes on before they go home. Children explore a well organised environment. All toys and equipment are displayed at low level, enabling children to see and decide what they want to play with.

Children settle well and enjoy cuddling up with the childminder to listen to stories. They count the number of ducks and the childminder encourages children to use their words to talk about what they see. Children enjoy making and playing with play dough. They listen carefully to the instructions and count how many spoons of flour to add to the mixture. They mould the dough, make marks and patterns and use scissors to cut the play dough into tiny pieces. This helps to develop the strength in their fingers and hands. Children use their imagination during role play, they learn to secure the nappy and give the doll their bottle .

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

- The childminder recently returned to childminding. She has worked in partnership with the local authority early years workers to organise and attend training since her last inspection. This has helped the childminder improve her confidence, knowledge and skills. She has begun to attend local cluster meetings with other childminders, where they exchange information and share good practice.
- The childminder demonstrates a good understanding of how to plan and implement a challenging curriculum to support children's learning. As part of her planning, the childminder identifies clear intentions linked to the areas of learning that incorporate children's developmental needs. She has completed training to help her evaluate the learning environment. This ensures it is effective, well organised and excites children on their arrival.
- The childminder understands the importance of children gaining knowledge of a wide vocabulary. She ensures that children are exposed to a variety of words by exploring books, listening to stories, singing songs and providing a dialogue as they play. This helps to develop children's communication and language skills.
- Children behave well and they have a good attitude to learning. The childminder acts as a positive role model, using good manners and praising children to promote their self-esteem. She encourages children to make their own choices in the toys they play with and to put them away when they are finished.
- The childminder provides children with experiences to learn about different cultures through artwork. This includes making lanterns for Chinese New Year

and lamps for Diwali. Resources including books are used to develop children's confidence to build friendships, such as 'Meesah makes friends'. This helps to support and encourage children's personal development.

- Children's physical development is supported well. The childminder encourages children to join in with simple action songs by demonstrating what to do. The childminder uses the local park for outdoor play, where the children meet their friends to feed the ducks and use the play equipment.
- Partnership with parents is effective. The childminder completes home visits to meet the children before they start. Parents contribute to the information gathering. This enables the childminder to find out as much information as possible, including children's interests and abilities, which she uses to plan for their arrival. The childminder shares with parents photos of their children at play, the books they read and the songs they sing. This enables parents to support their child's learning at home. For example, during the COVID-19 (coronavirus) pandemic the childminder read stories to the children via 'Zoom'. The childminder has yet to establish partnerships with professionals of other settings children attend.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding. Since her previous inspection she has updated her training, including the wider aspects of safeguarding, which has helped her to gain a better understanding of issues, such as the 'Prevent' Duty. This has given her confidence in understanding the procedures to follow in the event of having a concern about a child. All contact details of the relevant agencies are displayed and easily accessible. Risk assessments are completed to ensure that the premises are safe and suitable for young children. For example, booster seats with safety straps are provided to help children sit safely at the table.

What does the setting need to do to improve?

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

- establish partnerships with other settings children attend, to share information and support the planning of the curriculum.

Setting details

Unique reference number	EY554509
Local authority	Slough
Inspection number	10149263
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	26 February 2020

Information about this early years setting

The childminder registered in 2017 and lives in Slough. The childminder offers care Monday to Friday, 8am to 6pm, all year round except for family and bank holidays.

Information about this inspection

Inspector

Maria Conroy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to the parents of the children attending to gain their views on the quality of the setting.
- The inspector held a discussion with the childminder following some of the activities to assess her understanding of the curriculum.
- The inspector sampled a range of documentation, including paediatric first-aid certificate and other training courses the childminder has attended since her previous inspection.
- The inspector completed observations through the inspection of the adult and child interaction to evaluate the support for children's 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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