

Childminder report

Inspection date: 26 April 2022

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| 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 | Good |
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What is it like to attend this early years setting?

The provision is good

Children enjoy time spent with the childminder. They show they are happy in her care and that they feel safe and secure. Children have a warm bond with her and benefit from the warm and friendly atmosphere of the childminder's home. Children are confident and are eager to take part in their activities. They are encouraged to make independent choices about their play. Children are very willing to help tidy up and take responsibility for the resources they use. Children always behave very well and demonstrate a good understanding of the childminder's expectations.

Children benefit from the childminder's curriculum that overall is well planned, focuses on children's interests and promotes their learning across all seven areas. The childminder encourages children to be independent and curious as they learn. For example, children are keen to take part in an activity with moulding dough. They learn to perfect their physical skills using one-handed tools, such as scissors and plastic knives to cut and separate the dough. Children are encouraged to manipulate the dough as they create and show understanding of terms, such as roll, flat and push. Children are intrigued to see the difference between the 'soft' dough that had been safely stored in the container and the 'hard' dough that had not. Children show readiness for the next stages of their learning.

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

- The childminder continues to develop her practice. For example, recently she has completed training to support her knowledge across the seven areas of learning. She has found this beneficial in the ways that she plans for children's learning and in how she enhances her teaching skills. The childminder regularly reflects on how she monitors the quality of education. She is confident to act on any gaps in this learning to help children access additional support if needed.
- Overall, the childminder has a good understanding of her curriculum and what she wants children to learn. She knows the children well and is aware of their interests and abilities. She is confident to extend learning to help children build their knowledge and understanding. For example, in helping children to understand more about the natural world, the childminder provides a broad range of toy animals and creatures. Children are confident and quick to recall many different species. For instance, they name shark, turtle and starfish and know these creatures live in the sea.
- The childminder understands the importance of supporting children's interests in stories and books. She reads with children on a regular basis. The childminder has started to incorporate books that help children develop an awareness of emotional literacy, for example to guide their understanding of differences and similarities and in expressing feelings. Children show interest in these stories and are keen to sit and listen initially. However, at times, the childminder rushes

story time and misses opportunities to introduce new ideas and vocabulary to further support children's comprehension and understanding.

- Children show a positive attitude to their learning and behaviour. They show concentration and enjoyment during their activities. For instance, they are interested in drawing and being creative. They are kind to each other and help one another remember the names of colours, as they recall white, yellow, purple, pink among others, as they draw with pens. Children understand the high expectations the childminder has for them. They know to look after their resources. For example, they replace the pen lids as they finish with each colour.
- The childminder's curriculum provides opportunities for children to count and identify simple shapes during play. Children construct and create in different ways with peg puzzles. They identify that one design is taller than another. However, the childminder is not confident in the ways she uses mathematical language to help children make comparisons and know more about other mathematical concepts to help them move on in their learning.
- The childminder helps children to develop healthy lifestyles. Children enjoy outings to experience outdoor learning and where they meet and socialise with other children of similar ages. Children are learning to be increasingly independent in their own hygiene and self-care to support their independence.
- The childminder evaluates the quality of her provision regularly. She values and acts on parental feedback. Parents are positive about the care children receive. They state, for example that they have seen improvement in children's language and in how children structure sentences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to protect the children she cares for. She regularly updates her safeguarding knowledge and demonstrates her awareness of all aspects of safeguarding matters. For example, she knows how to identify possible signs of radicalisation. The childminder understands the procedure to follow if an allegation is made against her. She knows what to do if she has a safeguarding concern. She understands the importance of monitoring patterns of non-attendance. The childminder adheres to her policies and procedures that promote children's health, safety and well-being.

What does the setting need to do to improve?

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

- enhance opportunities that help children to gain a greater awareness of comprehension and understanding of familiar stories
- build on the ways children develop understanding of mathematical concepts and language relevant to their age.

Setting details

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| Unique reference number | 105447 |
| Local authority | Slough |
| Inspection number | 10228121 |
| 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 9 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Date of previous inspection | 13 October 2016 |

Information about this early years setting

The childminder registered in 1993. She lives in Langley, Berkshire. The childminder works Monday to Friday from 7am to 5pm, for most weeks of the year. The childminder receives funding for the provision of free early education for children aged three years.

Information about this inspection

Inspector

Aileen Finan

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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 childminder explained to the inspector about how she plans her curriculum and how she plans for children's learning.
- A joint observation took place. The childminder explained her aims for the activity and what she wanted children to learn.
- The inspector spoke with children and observed the childminder and how she interacted with children.
- Relevant documentation was sampled, including written feedback from parents.

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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