

Childminder report

Inspection date: 8 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with this enthusiastic childminder who has a sense of fun. They jump up and down and move their bodies as they copy actions to the songs she sings. Children are eager join in and have a great time as they make sounds by banging on pots and pans and shaking bowls of pasta. They talk about the different sounds they can make and explore how these change when played faster or louder.

Children demonstrate that they feel safe and secure. They form strong bonds with the childminder, who is nurturing and caring. Children are confident to talk about their interests and share their feelings. They concentrate and focus as the childminder teaches them about different emotions. They watch as she makes different facial expressions and guess what feeling each expression might represent, such as 'excited', 'sad' or 'tired'. Children laugh and giggle as they have a go at pulling different faces. They think about how they are feeling and learn how to express themselves.

Children understand the childminder's high expectations for behaviour. They are kind and considerate towards each other. For instance, children offer resources to their friends as they play. Older children take pride in showing the toddlers how to hold pincers to pick up pom-poms. They instinctively praise each other for their efforts and show affection by offering hugs when their friends are tired or need reassurance.

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

- The childminder engages children in conversations throughout the day and uses opportunities to increase their knowledge. For example, she talks to children about the different foods they eat. She helps them make links and develop their understanding as she explains why pasta changes from being hard to soft when cooked.
- The childminder encourages children to develop a love of reading. Younger children look at books independently and learn how to carefully turn the pages for themselves. The childminder reads to children and pauses to encourage them to talk about the pictures and guess what might happen next.
- The childminder's relationships with parents are good. She provides parents with information about their children's learning and development and regularly discusses their progress. The childminder shares ideas so parents can support their children's learning at home.
- The childminder finds time to work individually with each child on key skills. This enables children to make good progress. However, on occasions, when delivering activities to the whole group, the childminder does not focus her

intentions precisely to suit each child's age and stage of development. Therefore, not all children benefit fully and extend their learning to a higher level.

- Children are provided with plenty of opportunities to develop their mathematical abilities. For instance, older children recognise numerals and count objects accurately. Toddlers listen as the childminder sings number rhymes. They concentrate hard as they fill and empty containers while the childminder teaches them the concepts of 'more', 'less', 'empty' and 'full'.
- The childminder provides children with a range of different experiences throughout the day that are interesting and enjoyable. However, during daily routines, such as preparing food or tidying up after meals, she does not fully consider how to ensure children are involved or engaged. Therefore, children wait for longer than necessary and, at times, become restless and distracted.
- The childminder encourages children's independence. For instance, children help themselves to tissues to blow their nose and put these in the bin for themselves. They learn to wash their own hands and understand the importance of following good hygiene routines.
- The childminder supports children's behaviour in a positive manner. For example, when children find it hard to share resources, she helps them to solve the conflict together. She encourages children to talk to one another and allows them time to find solutions together. Children are then able to return to their play and have the confidence to seek help when they need it.
- The childminder reflects on what works well and evaluates how she can develop her provision. She seeks out meaningful training opportunities to further her knowledge and skills. The childminder is committed to consistently improving the quality of care and education she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of the procedures to follow if she has a concern about a child. She is aware of the signs that children may be at risk from harm or abuse. She understands how she should handle any allegations made about herself or members of her household. The childminder risk assesses her premises and is diligent in her efforts to minimise hazards. She teaches children about how to keep themselves safe, such as learning about road safety when they go on outings. The childminder undertakes relevant paediatric first-aid and safeguarding training to ensure her knowledge and skills are always up to date.

What does the setting need to do to improve?

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

- strengthen the organisation of daily routines, such as preparing for mealtimes,

to enable children to engage in purposeful learning during these times

- focus the intentions for group activities more precisely on each child's individual needs in order to extend their learning to a higher level.

Setting details

Unique reference number	2568285
Local authority	Slough
Inspection number	10239419
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	1 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Slough in Berkshire. She operates Monday to Friday, 7am to 6pm, all year round. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Alice M Roberts

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- Parents spoke to the inspector and shared their views on the setting.
- The childminder discussed her intentions for children's learning with the inspector.
- The inspector viewed the safety and suitability of the childminder's home and viewed required documentation.

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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