

Childminder report

Inspection date: 29 June 2022

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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care. They enter the home with confidence, separating from their parents with ease at the door. Children demonstrate that they feel safe in their surroundings. They play and choose from the good range of toys and resources available to them and together they enjoy their time with each other. For example, children have fun as they make themselves and the childminder 'lunch' from the play kitchen. They behave well and enjoy each other's company. The childminder praises the children well to help build their self-confidence. However, on occasions, she does not help them to understand the consequences of their behaviour. For instance, children are not supported to learn why they should not throw or why they should walk inside.

The childminder knows the children well in her care. She plans a varied curriculum for them to help them build on their skills for the future. For instance, through play, the childminder interweaves mathematical concepts about shapes, colour and numbers as the children explore with programmable toys and crafts. Children have good relationships with the childminder they like looking at books together. She reads and asks questions well to engage them in meaningful conversations about the story.

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

- Children are supported by the childminder to build some strong friendships. For example, she takes them out to local play areas and other childminders' homes, to enhance their confidence with others and build on their social skills. This helps prepare the children well for their future. Although children behave well overall, the childminder does not always teach them why some behaviours are not acceptable.
- The childminder plans a variety of activities for children to support the curriculum. She provides creative resources to help children to express themselves and learn about similarities and differences. For instance, as children make sculptures of themselves, she talks to them how these are different to their friends'. This helps children to gain an understanding of people in the world.
- Children happily select what they would like to do in free play. However, in adult-led activities, the childminder limits children's independent decisions and choices, as she asks them to pack away the activity despite them expressing their desire to continue, which limits their choices in their play.
- The childminder plays well with the children and provides a rich language environment to support their communication. For instance, during play, she asks children a range of questions and talks to them about what they are doing and what they think, to help them build on their own language and understanding.

- Children are taught good health and hygiene routines. For instance, they learn the importance of washing their hands through discussions and are taught the reasons behind brushing their teeth, through effective oral health activities. Children have good opportunities to play outside where they can build on their moving and handling skills. For instance, they enjoy riding bikes, exploring with skateboards and investigating with balls.
- The childminder ensures she is well deployed and that children are always within sight and hearing. She maintains good safety routines when children are eating and sleeping. For instance, she always remains with them at these times to ensure that they are safe.
- The childminder reflects on her provision well and knows what she needs to do to improve her provision further. She is committed to improving her knowledge and skills and is seeking methods to advance this. The childminder understands the need to work with other professionals involved in children's care to maintain continuity of care.
- Partnerships with parents are strong. Parents are very positive about the care that their children receive. They comment that their children are 'happy and comfortable', the 'childminder is amazing' and that the children 'love to attend'. The childminder keeps parents well informed about their child's day and development. For example, she verbally shares children's achievements with them on collection.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe and secure environment for the children to play and learn. Her home is suitably risked assessed to provide a welcoming space to play and explore. The childminder is conscious of her roles and responsibilities to keep children safe. For example, she knows the signs and indicators of a child being at risk and is aware of the procedures to follow should she have any concerns about a child's welfare. The childminder understands the importance of ensuring all household members are safe and suitable to be in the proximity of the children.

What does the setting need to do to improve?

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

- increase opportunities to help children to manage and build on their independence skills
- help children to understand why rules are in place, to develop a greater understanding of how their actions may affect others.

Setting details

Unique reference number	EY447575
Local authority	Slough
Inspection number	10132624
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	2 to 4
Total number of places	3
Number of children on roll	5
Date of previous inspection	11 June 2015

Information about this early years setting

The childminder registered in 2012. She lives in Slough, Berkshire. The childminder operates Monday to Friday from 7.30am to 6pm throughout the year.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- This was the first routine inspection the provider 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 her curriculum during a learning walk with the inspector.
- The childminder and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- Parents' feedback was obtained through available letters and information left for the inspection.

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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