

Childminder report

Inspection date:

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

The provision is good

Children form affectionate bonds with the childminder in this safe and nurturing environment. They are keen learners and happily engage in a wide range of activities on offer. Children are encouraged to be independent and make their own choices. They readily let their wishes be known to the childminder, who is responsive to their needs. Younger children eagerly point to their shoes when they wish to go into the garden. This supports children's confidence and sense of belonging.

Children's early communication and language skills are developing well as they move from babbling to using single words and short phrases. They develop a love for books and ask the childminder to read their favourite stories again and again. Children hear the key vocabulary and begin to make links. For example, they excitedly repeat the word 'cat' and the sound it makes in one of their favourite books. Children enjoy dancing to songs that the childminder sings. They learn words and remember actions of familiar rhymes, such as, 'wind the bobbin up', and roll their hands. Children respond with smiles as they are praised for their efforts by the childminder. This helps to raise children's self-esteem.

Children visit several local parks and other places of interest, including playgroups where they meet with other children and their childminders. Children are friendly towards visitors and eagerly engage with them. This helps to promote their confidence in new situations.

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

- The experienced childminder speaks passionately about children in her care. She gathers sufficient information from parents about their children's interests and abilities. She uses this information and her ongoing observations of children to plan exciting and interesting activities, which enable them to progress well.
- Children learn about nature and the world around them through first-hand experiences. For instance, they collect leaves from an outing to the woods. Children remember this event and name colours of the leaves they collected. They experience climbing trees and are beginning to show good control. This helps to support children's understanding of natural objects.
- The childminder is a good role model with high expectations of children's behaviour. She works on encouraging sharing and turn taking to help minimise minor disputes, such as when children want to play with the same toy. The childminder helps children to understand how their actions can affect others. She encourages them to be kind and respectful to others. This is evident when children give out water bottles to their friends, without being prompted by the childminder. This helps to promote compassion towards others.

- The childminder gives high priority to teaching children to be independent and how to stay healthy. Older children learn to manage their self-care skills, such as washing hands after using the toilet and before lunch. Younger children persevere at feeding themselves with a spoon at mealtimes. This helps to promote children's good health and well-being.
- The childminder knows how young children learn. However, at times, when planning an activity, the childminder is not precise enough in identifying what she wants children to learn. For instance, during a leaf-sticking activity, the childminder introduces too many concepts to the younger children in a short period of time, such as vocabulary related to size and shape, counting objects and naming colours of the pencils used to mark make. This means that children lose interest and their learning is not maximised.
- The childminder provides ample opportunities for children to have fresh air and exercise. Children learn to use tricycles in the garden, which helps to strengthen their large muscles. They develop their small-hand muscles by correctly holding tools such as colour pencils when mark making.
- The childminder recognises the importance of valuing children's home backgrounds. Children experience activities related to key festivals, such as going on an Easter egg hunt. However, their own diverse backgrounds, cultures and home languages are not fully celebrated and shared. This does not allow for children to fully explore what makes them unique or consider similarities and differences between their own and other's experiences.
- Parents highly value the care and education that their children receive with the childminder. They comment on the positive and happy environment which has helped their children to develop into confident and sociable individuals. Parents value the daily communication from the childminder and comment on receiving 'a complete picture' of their child's experiences at the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure policies and procedures in place to support the health and safety of children, including a current first-aid qualification. She undertakes regular safeguarding training to keep her knowledge up to date. The setting is well maintained and resources are of a high quality. The childminder recognises the signs and symptoms of potential risks to children that could cause harm, including exposure to extremist views and behaviours. She clearly explains her responsibilities to report any concerns to the relevant agencies. The childminder has the relevant checks in place for herself and adults in her household.

What does the setting need to do to improve?

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

- review planning to identify more precisely what children need to learn from an activity so that their learning is maximised
- provide children with further opportunities to celebrate and share with others their home languages and cultural experiences, to make them feel even more valued and unique.

Setting details

Unique reference number	105375
Local authority	Slough
Inspection number	10228116
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	5
Date of previous inspection	15 November 2016

Information about this early years setting

The childminder registered in 1995. She lives in Slough, Berkshire. The childminder holds a relevant childcare qualification at level 3. She operates Monday to Friday, from 7.00am to 5.30pm, all year round.

Information about this inspection

Inspector

Sonia Panchal

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 this into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk at the start of the inspection, to discuss and observe how children's learning, development and safety are promoted.
- The inspector and childminder completed a joint observation and discussed the impact on children's learning and development.
- The inspector discussed with the childminder how she evaluates her service to ensure continuous improvement.
- The inspector looked at written views of parents about the childminder's setting.
- The inspector looked at relevant documentation, including evidence that shows the suitability of the childminder to work with children.

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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