

Childminder report

Inspection date: 13 October 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	Good
--	------

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 benefit from the range of enjoyable experiences she plans to meet their individual needs and interests. Children form close bonds with the childminder and her assistant, who know them well. They demonstrate their sense of belonging and high levels of emotional well-being. For instance, young children smile and giggle as they listen to the childminder sing to them. They attempt to join in with finger rhymes and eagerly anticipate what will happen next. Children enjoy repeating the actions again and again. The childminder takes time to ensure what they have learned is securely understood and remembered. As a result, children make good progress in their learning and development.

Children understand the clear expectations the childminder has for their behaviour. They know how to follow simple instructions and have awareness of why rules and boundaries are in place. For example, when walking back from pre-school, children know why they need to hold the side of the pushchair and look for cars before crossing the road. Children are keen to talk to the childminder about their mornings. They are excited to greet their friends when returning to the setting. Children cheerfully invite others to join in their play. They are considerate of one another and learn to share and take turns.

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

- The childminder works with a full-time assistant and has other assistants that help on an occasional basis. She ensures any assistants that work with her undertake the relevant professional development they need to carry out their roles. The childminder helps her assistants understand her curriculum and get to know children well. Her full-time assistant has good knowledge of how children learn and how best to prepare them for their next stage in learning.
- The childminder encourages children to develop a love of books. She makes sure there are plenty of different types of books that children can access independently. Young children explore the textures in a touch and feel book. They listen to the new words the childminder introduces, such as 'squishy' and 'leathery' as she describes the material. The childminder recognises the importance that gaining a broad vocabulary has on children fluency and confidence to talk.
- Young children enjoy experiences to develop their early mark-making abilities. They explore the feeling and texture of paint and foam on their hands. Children develop their hand-to-eye coordination and fine motor skills. However, the childminder presents these activities to children when they are sat in their highchairs. This means younger children do not have the opportunity to move around and become fully immersed in these sensory experiences. They do not

freely explore with their whole bodies to support their larger movements.

- The childminder and her assistant talk to children about what they are doing and what they can see. They describe the things around them and give children time to ask and answer questions. However, the childminder does not consistently extend children's knowledge and understanding. During conversations and interactions, she does not always provide further detail to deepen children's learning to an even higher level.
- Children are considerate of one another and take pride in being independent, helpful and responsible. For instance, they work together to open the latch on the gate as they arrive home from pre-school. Children focus and concentrate as they persevere with the tricky task. They kindly hold the gate for their friends and politely thank one another.
- The childminder works in close partnership with the other settings that children attend. She communicates with the settings regularly to find out about what children are learning, and shares what she has been teaching. The childminder endeavours to ensure children receive consistent care and learning experiences from all who are involved in their early years education.
- The childminder provides effective support for children with special educational needs and/or disabilities. She uses her good knowledge of child development to identify any emerging needs that children may have. The childminder works closely with parents to ensure referrals to external agencies are made swiftly where needed. She is committed to ensuring all children achieve the best possible outcomes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her assistants are kept up to date on local safeguarding procedures and have a clear understanding of what to do if they were concerned about the welfare of a child. She is aware of the different types of abuse that children might suffer from and the signs that might indicate a child is at risk of harm. The childminder ensures adults who work with children or live at her premises are suitable to do so. She takes steps to minimise hazards to children in her home and on outings. Children learn to keep themselves safe. For instance, the childminder teaches them how to carefully use knives to chop fruit safely.

What does the setting need to do to improve?

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

- build on interactions with children by providing more in-depth information to extend their understanding of what is being taught
- review the organisation of some planned activities for younger children to enable them to freely explore with their whole bodies.

Setting details

Unique reference number	EY298087
Local authority	Slough
Inspection number	10228379
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	18 January 2017

Information about this early years setting

The childminder registered in 2004 and lives in Slough, Berkshire. She operates Monday to Friday from 7.15am to 6.15pm, all year round, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3 and is registered to work with two assistants at a time. She receives funding to provide free early years education for children aged two, three and four years.

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 childminder showed the inspector around her setting and discussed how she ensures it is safe and suitable for children.
- The inspector spoke to children and the assistant at appropriate times during the inspection.
- The childminder talked about her early years curriculum and how she plans learning experiences for children.
- The inspector observed the quality of education being provided both indoors and outside, and assessed the impact this has on children's learning.
- The inspector took account of parents' written feedback.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022