

Childminder report

Inspection date: 7 November 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 close bonds with this warm and nurturing childminder. They are happy and safe in her welcoming home-from-home environment and benefit from her commitment to meeting their individual needs. Children behave well. For example, they consider each other's views and opinions as they choose a board game to play together. They listen carefully to the childminder and follow her clear instructions. Children demonstrate their understanding of the rules as they share and take turns. They congratulate each other when they win the game and are excited to have another go and try again. Children delight in having all the time they need to enjoy this social experience. They thrive in the company of the childminder, who joins in their play with enthusiasm.

Children access challenging learning experiences that the childminder designs around their interests. They are curious and eager to learn new things. For instance, children are fascinated to find out about the changing seasons and what happens when animals 'hibernate'. They talk about how animals make 'snuggly' beds and the types of materials they use in their 'habitats'. Children confidently explain what these new words mean and use this new vocabulary as they recall what they have learned. They make good progress in their communication and language skills. Children are well prepared for their next stage in learning and eventual move to school.

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

- The childminder regularly reads to children and links activities to favourite stories. For instance, children make dens with large boxes and create junk models of bears and caves, based on a familiar book. They retell the story as they play and answer questions about the characters and events. Children develop a love of books and become deeply involved and engaged in their learning.
- The childminder supports children to understand mathematical concepts that are appropriate for their age. For instance, she encourages children to count accurately as they work out how many counters they have on their animal bingo board. They predict how this will change if they add one more and compare how many each other have. The childminder makes sure children have a deep understanding of numbers one to 10, to build the foundations for their future learning.
- The childminder provides children with opportunities to be creative and develop their mark-making abilities. Children focus and concentrate intently as they paint. They carefully hold their brushes and persevere to complete their artwork. Children feel valued and respond to the childminder's positive praise as they display their work and talk confidently about what they have made.

- The childminder is passionate about teaching children the important British values of respect and tolerance of others. She reads and researches how to provide age-appropriate ways to help children understand people's different cultures and beliefs. The childminder teaches children about the different customs and festivals that people might celebrate. Children learn about the world around them and the diversity of life in modern Britain.
- The childminder encourages children to take part in helping with daily routines. For instance, children get their own water cups, help to tidy up and clean the table. However, during planned activities, the childminder sometimes completes tasks for children that they could attempt themselves. For instance, she pours paint and glue for the children and wipes their hands after they have completed the activity. Children develop some independence skills but do not consistently attempt trickier tasks to increase these skills even further.
- The childminder recognises the importance of children spending time with others and in different environments. She regularly meets with local childminders so children can mix in larger groups. They learn the important social skills they need to make new friends. Children enjoy going to parks and on walks in the local community. They get plenty of fresh air and exercise as they explore new places.
- Parents express how happy they are with the care the childminder provides. The childminder keeps parents updated on the progress their children have made in their learning and development. She shares ideas for parents to continue children's learning at home. This close partnership ensures adults work together towards the best possible outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is diligent in her efforts to keep children safe. She completes all relevant first-aid and safeguarding training and ensures this is always kept up to date. The childminder knows what to do in the case of an emergency and has procedures in place to keep children safe in the event of an accident or serious incident. She carries out risk assessments of her home to minimise hazards. The childminder is aware of the signs and symptoms that a child may be suffering from abuse or at risk of harm. She understands how to record and report any concerns she might have about the welfare of a child.

What does the setting need to do to improve?

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

- increase opportunities for children to do more for themselves, to further develop their independence skills.

Setting details

Unique reference number	105438
Local authority	Slough
Inspection number	10228120
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 December 2016

Information about this early years setting

The childminder registered in 1992. She lives in Cippenham, Slough. The childminder operates her service Monday to Friday, from 7am to 6.30pm, all year round. She provides early education funding for children aged 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 provider and has taken that into account in their evaluation of the childminder.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of a planned activity.

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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