

# Childminder report

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Inspection date: 10 November 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are well settled and feel safe and secure in the childminder's home. They have warm and loving relationships with the childminder and seek reassurance from her when needed. The childminder is a positive role model to the children. She instils good manners and values in the children so that they are kind and respectful towards each other. For example, she gently reminds children to say 'please' and 'thank you'.

Children develop their independence well through consistently clear routines and systems. For instance, after snack time, children put their plates in the sink and independently put rubbish in the bin. Children, including very young children, behave well and follow the childminder's instructions, such as tidying up resources when requested. Consequently, the children relish in the praise they receive from the childminder.

Children benefit from the childminder's strong aspirations to develop their communication and language skills. They have regular opportunities to listen to stories and sing songs. For example, the childminder sings the 'sleeping bunnies' song. Children are highly engaged and dance with joy when they 'hop' like bunnies.

The childminder has created a welcoming environment. Younger children are excited when they see the older children arrive back from nursery. It is evident that their harmonic relationship with one another contributes to the calm atmosphere of the childminder's setting.

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

- The childminder fully understands that children learn best when they are engaged and have fun. When children lose focus during an art and craft activity, she skilfully adapts the activity to draw them back into their play. She uses tissue paper and shows children how it drops to the floor. She narrates their game and tells them it looks 'like falling leaves'. Children copy her and learn to understand cause and effect which further promotes their creative thinking.
- The childminder encourages children to help to set the table at snack time. Even younger children get involved and get bowls from the cupboards. The childminder weaves mathematical learning into the tasks and tells them how many bowls to get. This supports children with their early mathematical understanding and sets the foundations for future learning.
- Mealtimes are a sociable experience at the childminder's home. She narrates and chats to children throughout. Older children learn new vocabulary and younger children babble and begin to form words. The childminder names the fruit she offers them and incorporates words, such as 'melon'. This has a positive impact

on connecting meaning to words and enhances children's speech and language development. However, the childminder does not make the most of the opportunity to teach children about the healthy food that they are eating.

- Children enjoy a variety of outings to the local parks, as well as outdoor and indoor playgrounds. This helps them to build their small and large muscles, provides plenty of physical exercise and promotes well-being.
- The childminder regularly meets up with other local childminders who care for children of similar ages. This supports children's social skills and interactions. Children form new friendships and meet different people which enables them to make valuable connections with others. However, the childminder does not consistently recognise opportunities to celebrate diversity within her own setting and with the children in her care.
- Parents speak highly of the childminder and the care their children receive. They are pleased with the progress that children make. Parents comment that they are kept informed regularly about their children's day-to-day activities and progress. The childminder works collaboratively with parents to support their children's development and learning, both at the setting and at home. For example, she works with parents when children need additional support.
- The childminder gathers detailed information about children and their families from the start. She finds out about children's routines and development at home, before parents leave children in her care. She uses this, along with her own assessments of children's learning, to plan for the next steps in their development. Children make good progress from their starting points.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure safeguarding and child protection knowledge. She confidently understands her responsibilities to help keep children safe. The childminder undertakes regular training to help keep her safeguarding knowledge up to date. Her understanding of signs and symptoms of abuse, including radical and extreme views or behaviours, is strong. The childminder ensures that she is aware of the work of the local child safeguarding partnerships. There are clear and concise procedures for the childminder to follow if she has concerns about children's welfare or if an allegation is made against her or a member of her household.

The childminder risk assesses her house daily and adapts this when she cares for very young children.

## **What does the setting need to do to improve?**

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

- review opportunities to celebrate diversity within the setting, so that children can

further enhance their knowledge and learn about the wider community

- make better use of opportunities to support children's developing understanding of healthy eating.

## Setting details

<b>Unique reference number</b>	105382
<b>Local authority</b>	Slough
<b>Inspection number</b>	10228118
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	16 February 2017

## Information about this early years setting

The childminder registered in 1998. She lives in Slough, Berkshire. The childminder is available to work from approximately 6.30am to 7pm, from Monday to Thursday, all year round, except for family holidays or bank holidays. The childminder accepts funding for the free provision of education for children aged two, three and four years.

## Information about this inspection

### Inspector

Katharina Hill

### 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 inspector observed the implementation of the curriculum during activities indoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training.
- The inspector considered the written views of parents provided on the day of 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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