

Childminder report

Inspection date: 1 December 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	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children arrive happily and settle quickly into their chosen play. The childminder is caring and attentive. She adapts her settling-in process to meet the needs of individual children and places a high priority on supporting their individual routines. As a result, all children, including those who have only attended for a short space of time, feel safe and secure. The childminder provides a wide range of interesting activities based on children's individual needs and interests. Children enjoy exploring the environment and show a positive attitude towards learning. For example, young children concentrate as they develop new skills, threading different-coloured wooden beads onto laces. Older children enjoy fun, personalised mark-making activity boxes, which the childminder makes up for them to support early writing skills.

Children follow instruction well. They busily help to tidy away toys before snacks and meals. Older children relish carrying out small tasks, such as helping to prepare their lunches. They learn about the importance of healthy eating as they choose and carefully slice different salad vegetables under the close supervision of the childminder. Children enjoy a wide range of outings, including trips to a local farm, park and garden centre. This helps them to learn about the world around them. They visit local toddler groups, where they have the opportunity to socialise with other children.

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

- The childminder has worked hard to address the weaknesses identified at the last inspection. She has undertaken training and welcomed support and guidance from the local early years team to improve her skills and knowledge. The childminder is very reflective and has a clear vision of how she wants to enhance the quality of her provision further.
- Partnerships with parents are positive. They speak highly of the childminder and of the care and learning she provides. They feel that their children have made good progress in the childminder's care. The childminder provides parents with regular feedback about their child's development, including ways they can support their child's learning at home. The childminder communicates with other early years settings where children attend to further ensure continuity of learning.
- The childminder undertakes regular assessments of children's development. She uses her good knowledge of what children know and can do to plan a broad curriculum that meets their individual needs and interests. However, at times, the childminder moves children on from their chosen activities and does not organise the environment so that children are consistently engaged in activities of their choosing.

- Children's speech development is well supported. The childminder talks to children constantly as she plays alongside them. She introduces vocabulary to younger children as they explore toys, helping them to learn about different colours. Consequently, babies are starting to try and communicate using single words. The childminder extends older children's discussions by asking them questions and allowing them ample time to respond.
- The childminder is a good role model and reminds children of the importance of good manners. Overall, children's behaviour is good because the childminder provides children with messages about expected behaviours. For example, she reminds children of the importance of sharing. However, on some occasions, she does not reinforce this to ensure children receive clear and consistent guidance.
- Children of all ages have good opportunities to develop their independence skills. Older children take themselves to the toilet. They understand the importance of good handwashing after using the toilet and before mealtimes. Babies grow in confidence and hand-eye coordination as they use forks and spoons to feed themselves at snack and mealtimes.
- The childminder positively supports children's early mathematical development. She introduces babies to basic concepts such as empty and full as they fill and pour different containers with rice. She helps children to learn how to count in sequence as she counts the number of scoops of rice it takes to fill a jug. Older children understand the meaning of numbers as they count objects in pictures and attempt to write how many there are.
- There are daily opportunities for children to engage in physical activity in the garden area. The childminder takes children on walks in the local area and to local parks. Children also enjoy trips to local soft-play centres. This helps them to gain the benefits from exercise as well as strengthen their motor skills as they climb, run and balance.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has undertaken safeguarding training since the last inspection. She has a clear understanding of the signs that could indicate a child is at risk of harm, including extremism and radicalisation. She is very clear about her responsibilities to report any concerns if she has concerns about a child's welfare or if an allegation is made against herself. The childminder makes sure that the premises is safe and secure. She teaches children how to keep themselves safe. For example, she asks children to help tidy away toys so that they do not trip over them.

What does the setting need to do to improve?

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

- provide more opportunities for children to engage in sustained periods of meaningful learning during both child and adult-led activities
- increase opportunities for children to develop and understand further some expectations of behaviour.

Setting details

Unique reference number	2534927
Local authority	Slough
Inspection number	10248207
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 9
Total number of places	4
Number of children on roll	9
Date of previous inspection	29 June 2022

Information about this early years setting

The childminder registered in 2019. She lives in Slough, Berkshire. The childminder works Monday to Friday, from 7am to 6pm, all year round.

Information about this inspection

Inspector

Carla Roberts

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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