

Childminder report

Inspection date: 26 January 2023

| Overall effectiveness | Outstanding |
|--|--------------------|
| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Overall effectiveness at previous inspection | Outstanding |

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the care of this exceptional childminder. The environment is a hive of constant activity, as children are immersed in exploring, play and learning. The childminder meticulously plans enriching experiences to help all children achieve to the best of their abilities. All children make excellent progress in their learning. Children of all ages are highly confident communicators. Young children use a broad range of vocabulary as they role play and talk about the different textures of foods they are pretending to pack for a picnic. They express themselves superbly, speaking in sentences. Children demonstrate excellent attitudes towards learning. Children concentrate with intent as they try to master new skills. The childminder encourages them, without intervening, to use their strength to push play dough through tools. This strengthens their hands in readiness for future writing skills.

The childminder is immensely caring and attentive towards the children in her care. She places children's well-being and experiences at the heart of everything she does. As a result, children are extremely settled and happy in their environment. They form exceptionally close bonds with the childminder and special friendships with each other. Children show genuine delight when their friends arrive and warmly welcome them into the setting. They treat each other with kindness, fetching drinks for each other as they go to fetch their own. Children are remarkably independent. Young children instinctively fetch wipes to blow their own noses without prompting. Children routinely prepare their own snacks, and the childminder interweaves learning about healthy eating and how this supports their bodies and oral health.

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

- The childminder has an excellent knowledge of how to support children's development. She is highly passionate about providing all children with the best start in life and helping them to achieve to their maximum potential. She meticulously uses her assessments of children's progress to plan an excellently well-sequenced curriculum. She places the utmost priority on helping children continually achieve, consolidate and move on to the next stage in their learning.
- Partnerships with parents are outstanding. The childminder actively encourages parents to contribute to the curriculum by seeking views on what they would like their child to achieve. She encourages children to take resources they enjoy away from the setting so that parents can extend their child's learning at home. Parents feel fully involved in their child's development and report that their children are thriving.
- The childminder is adept at helping children to learn about what makes them unique and value their cultural identities and backgrounds. She proactively

learns about their traditions and sources costumes that she and the children can wear within the setting. Children experience the joy of moving their bodies to each other's traditional dances, which the childminder has learned and taught them.

- Children's behaviour is excellent. The childminder is an excellent role model. She provides positive reinforcement to help children understand the importance of sharing and taking turns. Children demonstrate impeccable manners, without prompting, in their interactions with each other. They look out for each other and genuinely care about each other's feelings.
- The childminder supports children's speech development and early literacy skills exceedingly well. She interacts with children constantly as they play. She asks open questions, patiently allowing children ample time to express themselves. She listens intently and responds readily to what they have to say, extending discussions. She provides interactive story times, offering story sacks and puppets to enhance children's enjoyment of reading. Children take story sacks home to extend this enjoyment with their families.
- There is a high priority on helping children to understand their emotions. The childminder provides excellent opportunities to help children to come to terms with missing their friends when they move on to school. Children learn that it is normal to feel sad when they miss someone, and they develop ways they can overcome this. For example, they learn how to write letters to their friends to keep in touch. They buy stamps and post the letters and delight in receiving photographs in return.
- The childminder plans daily opportunities for fresh air, exercise and a broad range of learning about the world around them, with specific learning intentions in mind. For example, she takes babies who need to develop their growing physical skills to soft play, to strengthen their muscles. She takes children to exotic food shops to help them learn about different foods eaten by people from different cultural backgrounds. They begin to understand the concept of value and money as they choose and pay for their fruits.
- The committed childminder is highly reflective of her practice. She continually strives to provide the best quality of education and care possible. She precisely seeks out professional development opportunities to strengthen the quality of what she offers and to benefit the children in her care. The childminder forges excellent partnerships with local early years professionals. She encourages and welcomes feedback from them, as well as parents, to contribute to her own evaluation of her provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is exceptionally committed towards ensuring the safety and welfare of children in her care. She undertakes a wide range of safeguarding training. As a result, she can confidently recognise all signs that could indicate that a child is at risk of harm. She has an excellent understanding of the local safeguarding partnership procedures she must follow if she has concerns about a

child's safety. This includes what action she must take if an allegation is made against herself or a household member. She diligently risk assesses the premises on a daily and ongoing basis to ensure that the areas where children play are safe and secure at all times.

Setting details

| | |
|--|---|
| Unique reference number | EY414277 |
| Local authority | Slough |
| Inspection number | 10264282 |
| 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 3 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 9 June 2017 |

Information about this early years setting

The childminder registered in 2010. She lives in Slough, Berkshire. The childminder provides funded early education for children aged two, three and four years. The childminder works from Monday to Thursday, 7.30am to 5pm, term time only.

Information about this inspection

Inspector

Carla 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 provider.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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 2023