

Childminder report

Inspection date: 9 February 2023

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 are comfortable and happy in this warm and friendly childminder's care. They are confident and demonstrate their strong sense of belonging in her home. Children get fully involved in their play and eagerly engage with the interesting experiences the childminder plans. For example, they explore what they can do with different coloured dough. The childminder joins in with enthusiasm and talks to children as they play together. She extends their knowledge and introduces them to new vocabulary. Children practise using the new words such as 'squish' and 'squeeze' as they manipulate the dough in different ways. They concentrate and focus intently as they build strength in their hands and develop their fine motor skills. Children benefit from a curriculum that the childminder has created to ensure they make good progress in all areas of learning.

Children behave well. They are courteous and polite. For instance, children use good manners as they ask to leave the table after lunch. They listen to the childminder, who gives them clear instructions and supports them to understand her expectations. Children take care of the childminder's toys and resources, such as putting away a book where it belongs after reading. They know where things belong and understand the importance of being respectful and considerate of others.

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

- The childminder is passionate about encouraging children's love of books and reading. She provides a range of different books that children access freely. Children snuggle with the childminder as they listen to her read. The childminder pauses to allow children to fill in the missing words of familiar stories. She is aware of the importance of the effect that reading to children and involving them has on developing their communication and language skills
- The childminder supports children to count accurately and problem solve during their play. For instance, children work out how many slices of pizza they will need to cut so that everyone can have a piece. They talk about how the amounts change if you add more or less. Children gain a good understanding of number and mathematical language.
- The childminder has good knowledge of child development and how young children learn. She knows the children she cares for well and makes sure she observes and checks their progress. The childminder provides activities that will enable children to learn important knowledge and skills and takes account of their interests. However, her planning is sometimes broad and does not focus as precisely as possible on the specific next steps children need to work on to extend their learning to the highest level.
- The childminder supports children to be independent. She makes sure children

have opportunities to do things for themselves. For instance, pre-school aged children attend to their own self-care needs, such as washing their hands. They help with small tasks such as opening dough that is wrapped in cling-film. When children find this tricky the childminder encourages them to keep trying. Children persevere and take pride in their achievements, this boosts their self-esteem and confidence.

- The childminder uses opportunities during children's play to talk to children about their experiences from home. For instance, children pretend they are going to the shops. They talk about using money to pay for items and name the different types of food they might like to buy. They share experiences of when they have visited the shops with their families and build on their understanding of the world around them.
- The childminder ensures she forms good relationships with the additional settings that children attend. She talks to them about the progress children make and finds out and shares any important information about children's care needs and routine. However, she does not communicate further to gain good knowledge of what children are learning about in their other setting in order that she can build and extend on this further.
- The childminder forms good partnerships with parents. She shares information about what children learn in her setting to support children's learning at home. Parents comment that their children enjoy attending the setting and express how happy they are with the care the childminder provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular and in-depth safeguarding training to ensure her knowledge and skills are always up to date. She has a good awareness of the signs and symptoms of abuse and knows the different types of abuse children might be at risk from. The childminder knows what she must do to report any concerns she might have about a child. She understands the processes she must follow in the event of an allegation against herself or member of her household. The childminder's home is secure and safe for children. She carries out risk assessments to minimise any potential hazards.

What does the setting need to do to improve?

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

- refine planning to focus more precisely on children's specific next steps in learning
- strengthen communication with other settings children attend, to share more information in order to build on what children are learning.

Setting details

Unique reference number	105498
Local authority	Slough
Inspection number	10263713
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	3 to 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	10 May 2017

Information about this early years setting

The childminder registered in 2000. She lives in Cippenham, Berkshire. She cares for children Monday to Friday, from 7.30am to 6.30pm.

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder talked to the inspector about their curriculum and what they want their children to learn.
- Parents provided written feedback and the inspector took account of their view.
- The inspector observed the quality of education being provided 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.

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