

# Childminder report

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Inspection date: 9 March 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children's natural curiosity is expertly nurtured by this excellent childminder. Children are encouraged to follow their own interests as the childminder extends their learning in all areas. As a result, children are prepared exceedingly well for their next steps in learning and, when the time comes, to begin school.

Children develop superb communication and language skills. The childminder reads books in a highly engaging manner. Children become thoroughly involved in the stories. They join in with repeated phrases and they use props to act out the story. The childminder picks out unfamiliar words from the text and teaches children the meanings, using words and actions. She uses an excellent balance of commentary and questions to encourage children to practise using new vocabulary. Children delight in using puppets to increase their confidence to speak out when they feel unsure.

The childminder provides a safe and welcoming play environment where children thrive. She thoroughly understands the importance of helping children to make secure attachments to enable them to settle well, be confident and enjoy their play.

The childminder devises an extremely well-thought-out rich and ambitious curriculum. This is precisely informed from her expert knowledge of the skills that children need to learn next. Children become deeply engaged during their play and display the very highest levels of motivation. For example, children have an excellent have a go attitude to learning. They independently devise different ways of using resources to meet their interests.

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

- The childminder goes above and beyond to ensure that she keeps parents up to date with their children's daily progress and learning. Partnerships with parents are highly effective in providing continuity in children's learning and care experiences. The childminder asks parents about what their children know and can do on entry. This ensures that the childminder has a very secure understanding of children's development levels. She shares ideas for activities and resources, such as books for parents to use at home with their children.
- The childminder encourages children to develop a deep love of reading. She provides a wide variety of books available for children to self-select. Children often take books to the childminder, so that they can share them together. Children show respect for books, and even the youngest children select books and turn the pages with care. Children also borrow books from the childminder's vast selection and bring in their favourite books from home to share with the

childminder and each other.

- The childminder reflects continually on her practice and the outcomes she achieves for children. She actively involves parents and children in her self-evaluation process and seeks ways to enhance her excellent provision. For example, she has recently sourced new equipment to meet the developing physical needs of the children currently attending.
- Children play in the well-equipped garden with a fabulous range of physical and creative play resources, which they choose from independently. Children enjoy learning about nature. For example, they go for walks in local parks and grow flowers and vegetables from seeds in pots. They take great pride in their achievements as they harvest the produce to eat at meal times.
- Children gain a superb level of mathematical awareness. For example, they measure themselves on height charts, confidently telling the inspector what height they have reached. The childminder seizes every opportunity for children to learn about number and quantities. During story time, children count the number of different fruits in a familiar book and are beginning to recognise quantities by sight.
- The childminder inspires the children to take ownership of their hygiene and health. She expertly teaches the children how to make healthy choices and the effect this can have on their bodies. For example, they talk about healthy and unhealthy foods during story time. Children love doing things for themselves. They show determination and perseverance when faced with difficult tasks. This empowers the children to take responsibility for their health and well-being.
- Children's behaviour is exemplary. The childminder is an excellent role model. She uses key phrases effectively to praise positive behaviours. Children have high levels of respect for the childminder. They wait their turn and understand how their actions can affect others. This helps children develop excellent social skills and form strong friendships with others.
- The childminder places a sharp focus on monitoring children's learning. She uses rigorous assessment systems. Children make exceptional progress from their starting points. Any potential gaps in children's learning are identified swiftly and suitable support is put in place immediately.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder places the highest priority on keeping children safe and ensuring their well-being. She attends regular safeguarding training to help to keep her knowledge up to date. The childminder has an excellent understanding of how to identify and report child protection concerns. She is knowledgeable about a range of safeguarding issues, including radicalisation and using technology safely. The childminder is effective in identifying and reducing hazards in the setting and on outings. She involves children in tidying away toys to help to maintain a safe learning environment.

## Setting details

<b>Unique reference number</b>	105546
<b>Local authority</b>	Slough
<b>Inspection number</b>	10263618
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	8 May 2017

## Information about this early years setting

The childminder registered in 1998. She lives on the outskirts of Slough. The childminder offers care from Monday to Friday, 7.30am to 6.30pm. The childminder receives funding to provide free early education for two-, three- and four-year-old children. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

**Inspector**  
Chris Lamey

## Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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