

Childminder report

Inspection date: 10 March 2023

| | |
|------------------------------|-------------|
| Overall effectiveness | Good |
|------------------------------|-------------|

| | |
|--------------------------|-------------|
| The quality of education | Good |
|--------------------------|-------------|

| | |
|-------------------------|-------------|
| Behaviour and attitudes | Good |
|-------------------------|-------------|

| | |
|----------------------|-------------|
| Personal development | Good |
|----------------------|-------------|

| | |
|---------------------------|-------------|
| Leadership and management | Good |
|---------------------------|-------------|

| | |
|--|------|
| Overall effectiveness at previous inspection | Good |
|--|------|

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this home-from-home environment. They play happily and show that they feel safe by confidently moving around the play area, choosing activities to engage in. Children build firm friendships with other children at the setting and at playgroups. For example, they have frequent opportunities to meet new people in a different environment, and the childminder extends these opportunities to build the children's social skills. Children enjoy opportunities to be creative. They talk excitedly about what songs they would like to dance to and happily dance around and do the actions with each other.

The childminder has built strong bonds with the children, and they show affection for her. The childminder is caring and nurturing. She is a positive role model for children and helps them to be polite, kind and listen to each other's views. With the support of the childminder, young children concentrate on the activities they are taking part in. The childminder gives the children choices about what they are doing, and she has a strong focus on building children's independence skills.

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

- The childminder promotes children's language and communication skills well. For example, she speaks clearly and gives children ample time to respond to questions. The childminder introduces new language into the children's play. Children go on to use words such as 'mixing' and 'swirling', and they discuss the change when two colours are mixed together.
- Children make good progress towards their learning goals. The childminder makes assessments on children's progress and uses these to plan for their ongoing learning.
- The childminder enthusiastically plays alongside children and supports them during activities, ensuring they focus for extended periods of time. For example, while completing an art activity, the childminder talks to the children about what they are doing and ensures they have time and space to think about what they want to do.
- Children behave well. The childminder uses constant praise to encourage children's positive behaviour and to help build their self-esteem. She demonstrates this by recognising when children share and help each other.
- The childminder gives children choices and supports them to make decisions together. For example, she asks young children if they would like a snack or to paint first. They discuss this and then successfully make a choice together.
- The childminder actively teaches children how to stay safe. She reminds children of why they should not run indoors and of the importance of road safety when they are out in the local area. This is helping children to begin to manage risk in other situations.

- The childminder supports children's mathematical development by incorporating counting and matching into their activities. For example, children find and count the snails on a painting apron. The childminder then extends this by talking about snail shells being their homes.
- Parents praise the childminder for the care and affection she shows towards the children. They are happy with the communication and updates they receive about their children's progress. The childminder supports children with special educational needs and/or disabilities by working with the parents and other agencies to ensure they receive the support they require. She seeks out advice so she is able to provide these children with an environment to help them progress in their learning and development.
- Children enjoy looking at books. Older children read to the childminder and the younger children. The childminder supports the older children's learning from school. For example, after school they practise spellings. Younger children take part in activities to support early writing. For example, they enjoy activities such as threading and mark making, which helps to develop their fine motor skills.
- The childminder has regard for the ages of children who attend at one time, such as younger children and those who attend after school. She provides activities based on their interests, such as singing and dancing. However, at times, she does not fully consider the range of skills and knowledge that the children in the early years age group can develop within particular activities, which limits the progress they make. For example, children enjoy visits to the park. However, these are not precisely planned with prior consideration of the new skills they could develop.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good safeguarding knowledge. She can recognise signs that may indicate that a child could be at risk of harm or abuse. She is knowledgeable about a wide range of safeguarding issues, such as 'Prevent' duty and female genital mutilation. She has procedures in place for reporting concerns and has good knowledge of the agencies that are available for support and advice. The childminder ensures the children's safety on outings by planning ahead and teaching the children how to stay safe. For example, when the children are getting out of the car, they stay close to the childminder. When they arrive at her house, they sit on the door step while waiting for the other children to join them.

What does the setting need to do to improve?

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

- strengthen curriculum planning, focusing more precisely on the intent of learning opportunities and the skills children can develop within them.

Setting details

| | |
|--|---|
| Unique reference number | EY338221 |
| Local authority | Slough |
| Inspection number | 10278871 |
| 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 | 6 |
| Number of children on roll | 7 |
| Date of previous inspection | 29 November 2019 |

Information about this early years setting

The childminder registered in 2006 and lives in Slough, Berkshire. She offers care Monday to Friday, from 7.15am to 6pm, throughout the year. The childminder holds an appropriate childcare qualification.

Information about this inspection

Inspector

Nicky Butler

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation during an art activity.
- Parents shared their views of the setting with the inspector.

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