

Childminder report

Inspection date: 19 July 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 happily arrive at the childminder's home. It is clear they have secure relationships with the childminder. Children learn to share and take turns as they choose which story to read together next. They are encouraged to develop polite behaviours as they say 'please' and 'thank you'. The childminder provides children with regular praise to help build their self-esteem. This has a positive impact on children's confidence in leading their own play. Children are confident to approach visitors, demonstrating they feel safe and secure. A wide range of activities are carefully placed at children's level. This helps to promote their independence and self-awareness. Children develop their physical skills. They enjoy developing their strength and control by using paintbrushes and dabbers when creating painted fish. They develop their balance and coordination, for example when climbing steps to the bathroom, and younger children thoroughly enjoy filling up buckets of toys and transporting them to different places. Children enjoy regular outings that help develop their creativity and knowledge of the world.

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

- Children develop a love of books and stories. The childminder provides a wide range of books throughout the home. Children read books independently and with the childminder. Children confidently take books to the childminder, who reads them animatedly. Children listen intently and delight in turning the pages.
- Children are developing positive attitudes to their learning. They are involved in keeping their environment tidy and safe. For example, they are eager to tidy away the farm animals before they read stories. They are motivated by the consistent praise and recognition they receive as the childminder recognises their achievements.
- Parents are extremely pleased with the care and learning their children experience. They comment on the close relationships children form with the childminder. The childminder demonstrates good knowledge of the children in her care. She works closely with parents to gather detailed information about children's interests and abilities. The childminder uses this knowledge to provide engaging learning opportunities.
- Hygiene in the home is good. The childminder teaches children the importance of handwashing and teaches them how to do this, using techniques that they remember. The childminder talks to the children about vegetables and how they make us strong. Children have many opportunities to exercise and enjoy fresh air. This contributes positively to their health and well-being.
- The childminder keeps her knowledge up to date through training courses and personal research. She has gained expertise to help support children with additional needs. The childminder liaises well with local childminders who discuss ideas and share advice.

- The childminder supports children with their personal, social and emotional development well. She provides an individual approach for each child. For example, the childminder recognises the different levels of support children need with toilet training and eating, and she provides this well. This helps children develop the skills needed for their next stages in learning.
- The childminder works with outside agencies to support children and their families, including children with special educational needs and/or disabilities. The childminder uses specialist techniques, such as signing and using visual aids, to help all children express themselves. This helps to close any gaps in learning.
- Children develop their imaginations through play. The childminder follows the children's lead and helps them develop their ideas and excitement as they play and learn. For example, children wish to 'go on the bus'. The childminder joins in with their play, asking where they are going to encourage them to use their own experiences.
- The childminder has a clear understanding of what children need to learn. Overall, she focuses teaching to support them. For example, she consistently models language to young children to extend their vocabulary. However, children who are capable require further challenge during their play to help them to enhance their learning even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her safeguarding role and responsibilities. She has attended relevant training to help her safeguard children effectively. The childminder knows how to identify signs of child abuse and knows the procedures to follow if she becomes concerned about a child. The childminder uses risk assessments effectively to ensure that her home is safe and hygienic for children.

What does the setting need to do to improve?

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

- develop the already good-quality teaching, and extend children's learning during the implementation of the curriculum to enhance children's learning further.

Setting details

| | |
|--|---|
| Unique reference number | EY363987 |
| Local authority | Slough |
| Inspection number | 10303174 |
| 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 | 2 to 10 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Date of previous inspection | 7 August 2019 |

Information about this early years setting

The childminder registered in 2007 and lives in Slough, Berkshire. The childminder provides care from Tuesday to Thursday for most of the year. She holds a recognised childcare qualification at level 4.

Information about this inspection

Inspector

Claire Boparai

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 setting.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The childminder observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector took account of parents' views during the inspection.

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