

Childminder report

Inspection date: 2 August 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 show that they feel safe and secure in the care of the kind and nurturing childminder. The childminder's dedication to her role in providing good-quality care and learning experiences for children is evident in all that she does. She has created an inclusive, welcoming and homely environment for all children and their families. Before children start attending, she finds out about their care routines at home and follows these closely. This helps to support children's health and emotional well-being. Children demonstrate that they feel happy in the warm and welcoming environment. They contentedly explore their surroundings and sing along to themselves as they play.

Children behave well and have a positive attitude to learning. The childminder acts as a good role model and sets clear rules and boundaries. For instance, children are encouraged to look after each other, respect the environment and sit when eating and drinking.

All children make good progress from their starting points. They are confident communicators and eager to join in with singing familiar songs and rhymes. The childminder understands the importance of encouraging children who speak English as an additional language to speak in their home language. She does this through songs, rhymes and general conversations. Children delight in listening to traditional Asian music. They dance along with enthusiasm and confidently speak in different languages.

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

- The childminder has a good understanding of how children learn and develop. On entry to her setting, she asks parents to provide information on children's previous achievements and progress. She plans activities which allow children to take the lead in their own learning, based on what interests them. For instance, when children show an interest in water, she provides this for them. Children eagerly explore the water and learn about different sea creatures, such as whales, dolphins and starfish.
- Children's emotional security and well-being are central to the ethos of the childminder. Her daily routines centre around developing the social and emotional skills for lifelong learning. Children develop strong bonds with the childminder, who responds to their emerging needs with kindness and respect.
- The childminder has identified the impact that the COVID-19 pandemic has had on children's development, particularly in relation to personal, social and emotional development. She has implemented plans to support children in this area, such as group games to encourage sharing and turn-taking.
- Partnerships with parents are good. Parents value the childminder's efforts. They

comment that their children are thriving, and they appreciate the childminder's advice and support. The childminder understands the importance of sharing information with parents. She has regular discussions with them and makes suggestions on how they can support learning at home. For instance, children take books home to read with parents. These positive experiences promote a love of reading and help to develop children's vocabulary.

- The childminder successfully weaves numbers and counting into the everyday play. For instance, during outdoor play, she plays hide and seek with the children. She counts to five and then looks for the children. Children squeal with delight as the childminder finds them.
- The childminder places a strong focus on teaching children the importance of leading a healthy lifestyle. Children frequently wash their hands and are encouraged to make healthy food choices, such as eating plenty of fresh fruits and vegetables.
- Children show good levels of engagement in their chosen play. Overall, the childminder supports their learning well. However, she does not consistently support children to extend their existing knowledge and skills further. For example, when interacting with children, she occasionally becomes distracted with other unnecessary tasks.
- The childminder has completed all mandatory training to ensure she has a good knowledge and understanding of how to promote children's safety and welfare.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to safeguard the children in her care. She completes regular training to help her quickly identify and respond to the signs that might indicate that a child could be at risk of harm. She completes regular checks of her home to help identify and eliminate any risks. The childminder is aware of the importance of vetting all adults working with children to ensure they are suitable. She is clear of the procedures to follow in the event of an allegation being made against her, or if she has concerns about her co-childminder.

What does the setting need to do to improve?

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

- strengthen interactions with children to help extend their existing knowledge and skills fully.

Setting details

Unique reference number	EY415000
Local authority	Slough
Inspection number	10301668
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	24 January 2018

Information about this early years setting

The childminder registered in 2010. She lives in Slough, Berkshire. The childminder works with her husband who is also a registered childminder. The childminder has a childcare qualification at level 3. She operates Monday to Friday, from 9am to 5.30pm for most of the year.

Information about this inspection

Inspector

Ingrid Howell

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 inspector looked around the areas of the setting used by children.
- Discussions were held between the childminder and the inspector to help establish the childminder's understanding of how to safeguard the children in her care.
- The inspector took account of the views of parents by reading written comments.
- The inspector observed the quality of teaching during activities and assessed the impact this has 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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