

Childminder report

Inspection date: 25 January 2024

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

The childminder puts children at ease and is responsive to their needs. For instance, when children become tired, they seek her out for reassurance. The childminder offers them cuddles and takes time to comfort them. They respond well to her warm approach and quickly settle back into their play. Children demonstrate that they feel safe and secure at the childminder's home. This has a direct impact on their emotional health, as they form secure attachments with the childminder.

The childminder knows her individual children well. This enables her to plan engaging activities around their current interests. For example, children quickly engage as they learn about the colour blue. They freely explore a range of different objects as they make marks with paint. The childminder supports children's independence in learning well, and they are given lots of time to explore their own ideas.

Children display positive attitudes towards their behaviour and are learning to manage their feelings well. For example, the childminder shares gentle reminders with the children about her house rules. They respond positively to her. Children know the rules, and they freely sing a familiar rhyme about sharing. This helps to support children's growing understanding of how their behaviour impacts on others.

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

- Children make good progress in their learning and development. The childminder plans an effective curriculum that builds on what children know and can do. For instance, during a group activity, she focuses on children's language and literacy skills. They are eager and excited to share their knowledge with her as they recognise familiar letters. The childminder extends their knowledge further as she introduces new vocabulary and sounds. Children's communication and language skills are well supported through these consistent teaching strategies.
- The childminder tracks children's development across the seven areas of learning and development. For instance, she completes an initial assessment when they start and shares this with parents. Although teaching is strong overall, there are some aspects of the daily routine that are not fully effective. Adult-led activities continue for extended periods, and children disengage from their learning, as they have been seated for too long. This interrupts older children's learning, as the childminder does not always recognise the impact of her daily routines on children's behaviour.
- Children have positive attitudes to their learning and behave well during their time at the childminder's home. For example, the childminder gives children a

warning when there is a change in routine. At tidy-up time, children are eager to help and respond positively to the childminder's request for help. They enjoy the responsibility of helping with small tasks and receive lots of positive praise from the childminder. These high expectations are commonly understood and applied consistently and fairly.

- The childminder supports children effectively to become increasingly independent. For instance, during mealtimes, children choose what fruit they would like to eat before helping to prepare it. They show great control when using knives independently and safely, supported by the childminder. Children are kind and courteous towards each other, and they consistently use good manners. This has a positive impact on their self-esteem, confidence, and the development of their characters.
- Parent partnerships are a strength of the childminder. She has built strong working relationships. For example, parents share consistently positive feedback about 'the approachable, flexible and caring' nature of the childminder. The childminder is aware of her responsibilities with regard to supporting children with special educational needs and/or disabilities and works well with other professionals. These relationships reflect a positive and respectful culture that impacts positively on the outcomes for children in her care.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review and improve the implementation of activities to meet the needs of all children taking part more effectively.

Setting details

Unique reference number	EY391605
Local authority	Slough
Inspection number	10304979
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 8
Total number of places	4
Number of children on roll	10
Date of previous inspection	7 February 2018

Information about this early years setting

The childminder registered in 2015 and lives in Slough, Berkshire. She offers care Monday to Thursday, from 8am until 6pm, all year round, except public holidays. The childminder receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Nicky Webb

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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 2024