

Childminder report

Inspection date: 26 February 2024

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 they feel comfortable and safe with this friendly and nurturing childminder. They are familiar with the childminder's well-established routines, which helps them to know what is happening next. This helps to create a calm and productive learning environment. Children love to take on roles of responsibility, such as working together to wipe the tables clean before mealtimes. The childminder has high expectations for children's behaviour. She supports them to share and take turns, particularly if they want the same toy to play with. The childminder offers praise and encouragement, which helps to increase children's self-esteem and confidence.

Children demonstrate positive attitudes to learning. They eagerly participate and sustain good concentration in all activities. This is evident when they locate exactly the same page in a smaller version of the same story book that the childminder reads. This helps them to follow the story and remember the sequence of events.

The childminder makes every effort to meet children's individual needs and treats them with love and respect. Children confidently share their wants and needs with the childminder, such as when they are hungry and want a snack. The childminder uses many opportunities to build children's independence skills, such as putting on their own coat, socks and shoes. Children understand the importance of good hygiene routines to stay healthy. For instance, they thoroughly wash their hands, rubbing the soap on the back, front and in between their fingers, after touching the childminder's pet dog.

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

- The childminder designs a curriculum that helps to enhance children's interests. She takes time to gather important information about their experiences, likes and dislikes from parents. These details help to create a meaningful curriculum for children in her care. For example, the childminder organises regular outings for children to meet new people, such as at local playgroups and soft play centres. Children's social skills improve well as they introduce themselves to new visitors and talk to them about their favourite things they like to do when in the childminder's care.
- The childminder places a high priority on developing all children's communication and language skills. Many of the children in her care speak English as an additional language. The childminder works with parents to develop these children's growing confidence in English. Alongside this, she uses everyday words in children's home languages to help them settle in, such as 'eat', 'mum' and 'dad'. Children hear these words and phrases and learn to apply these in context, with growing competency. This also helps to raise all children's

awareness of the variety of languages spoken in the wider world.

- The childminder promotes children's understanding of healthy lifestyles. She offers this in a number of ways. For instance, the childminder shares specific story books with children, such as 'The Very Hungry Caterpillar', which includes several foods that the character eats. Children know that fruits and vegetables are healthy for them and unhealthy, sugary foods are bad for their teeth. Children love to explore in the garden. They enjoy climbing, going down the slide and using their legs and feet to make the ride-on cars move. This helps to strengthen their large muscles, as well as increase stamina and control.
- The childminder reflects on her practice. She uses her online training to increase her existing knowledge and skills. This successfully helps to improve outcomes for children. For instance, her recent training on developing children's communication effectively supports the way she teaches children to acquire language. The childminder asks parents for feedback on the quality of education and care she provides. She takes suggestions on board to improve her practice even more, such as taking children on regular outings and meeting new people.
- Children learn about nature and the world around them. For example, they show good memory skills when naming the different stages of the life cycle of a butterfly. Children use their own ideas to make models out of play dough of an egg and caterpillar on a leaf. However, the childminder does not consistently use such opportunities to build on children's existing knowledge, particularly for the most able, to broaden their understanding further.
- Parents speak highly about the childminder's high expectations around children's behaviour and her commitment to improve their self-care skills. They report on the variety of ways the childminder communicates with them, such as sending them voice messages to inform them about their children's day. Parents are impressed with their children's progress, particularly in their speech, self-care skills and motivation to learn new things.

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:

- strengthen the teaching of topics children take interest in, particularly for the more able, to continually build on their existing experiences and broaden their knowledge even further.

Setting details

Unique reference number	EY445979
Local authority	Slough
Inspection number	10312423
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	30 April 2018

Information about this early years setting

The childminder registered in 2012. She lives in Britwell, near Slough, in Berkshire. She provides care Monday to Thursday, between 7am and 5pm, all year round. She is eligible for funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Sonia Panchal

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 spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation and evaluated it together.
- The inspector took account of parents' written views of the education and care their children receive.
- The childminder provided the inspector with a sample of key documentation on request.

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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