

Childminder report

Inspection date:

12 September 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder has not evaluated the service she provides effectively. She is aware of some weaknesses identified during the inspection but has yet to address those issues. Since the childminder's last inspection, there have been changes to the inspection framework and the 'Statutory framework for the early years foundation stage'. However, she has not kept up to date with those changes. This has had an impact on her ability to meet some of the requirements.

Children are learning to follow daily routines that make them feel safe. They know they sit at the table on the booster chair and put their strap on, while they eat their meals. The childminder is kind and caring and supports children's emotional well-being. Children demonstrate they feel safe and secure. They give the childminder hugs and she responds with affection.

Children choose the toys they wish to play with from the variety of resources available. The childminder takes the children out to meet with other childminders and the children they care for. This enables children to develop social skills, share, take turns and play with other resources.

The childminder ensures her premises are safe and suitable for the ages of the children who attend. She carries out risk assessments to ensure that children are safe. For instance, a stair gate across the doorframe at each end of the lounge prevents children from leaving the area without the childminder knowing.

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

- The childminder has completed some mandatory training since her last inspection, such as paediatric first aid. However, she has not updated her knowledge and understanding of the early years curriculum. This has an impact on her ability to plan and provide an effective curriculum for all children, including children with special educational needs and/or disabilities. In addition, the childminder does not maintain a record of accidents that happen when children are in her care. This is a legal requirement.
- The childminder knows the children well and uses their interests to plan activities. She uses seasonal themes to provide art and craft activities, which helps children to learn about different cultures and festivals throughout the year. However, she does not consider children's stage of development to target the skills and knowledge that children need to learn for the next steps in their development.
- The childminder encourages children to notice the changes in the seasons and the wildlife when they play in the garden. For example, she points out butterflies, squirrels and the leaves on the trees. This helps children to learn

about the world around them.

- The childminder provides good levels of engagement with children as they play and during the daily routine. Children explore a range of books, including those that reflect diversity. They enjoy listening to their favourite nursery rhymes and dancing to the music. However, the childminder provides few prompts to support children with limited speech and language to help them understand what is being said and enable them to respond.
- Children develop and practise their physical skills. They enjoy running around in open spaces and using the equipment in the park. Children build using blocks and complete puzzles, lifting pieces and working out where they fit. They run around in the enclosed garden and play ball games. They learn to sit at the table when they eat their food. Children use pencils and paint to create cards for their parents to celebrate various festivals throughout the year.
- The childminder works with parents to provide continuity for children's care and learning. When other professionals are involved with children's health and education, the childminder communicates with parents to ensure she has the most up-to-date information. She shares information with parents about their child's day and their developmental progress. Parents confirm that the childminder is nurturing, takes their children on outings to help them socialise and meets their care needs well.

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 meet the requirements of the early years foundation stage, the provider must:

| | Due date |
|--|-----------------|
| improve professional development and evaluation of the childminding service to ensure that all skills and knowledge are kept up to date | 31/10/2024 |
| improve the planning of the early years curriculum to ensure it is tailor-made for all children, including children with special educational needs/and or disabilities | 31/10/2024 |

| | |
|--|------------|
| maintain a written record of all accidents and any first aid administered. | 13/09/2024 |
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To further improve the quality of the early years provision, the provider should:

- support children's communication skills further, particularly those who are nonverbal.

Setting details

| | |
|--|---|
| Unique reference number | 105509 |
| Local authority | Slough |
| Inspection number | 10364937 |
| 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 3 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| Date of previous inspection | 3 April 2019 |

Information about this early years setting

The childminder registered in 2001 and lives in the Cippenham area of Slough, Berkshire. She offers care Monday to Friday from 7.30am to 6pm, all year round. The childminder receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Maria Conroy

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- 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 quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of the parents' views.

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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