

Childminder report

Inspection date: 10 February 2020

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

The childminder provides a relaxed and welcoming environment where children show they are happy and settled. She consistently listens to children and is alert to their individual needs. For example, she recognises when babies are hungry or tired and gives them cuddles and reassurance, which helps them to feel secure. The childminder assesses children's levels of development and provides them with a generally broad curriculum that helps them to gain skills for their future learning. This is demonstrated as children enjoy playing with construction toys and number puzzles. They are confident to count, and are beginning to recognise numbers that are familiar to them.

The childminder regularly reviews the safety of her home. She identifies potential risks to children and encourages them to tidy away their toys. The childminder makes the most of everyday learning opportunities to extend children's skills. For instance, children are encouraged to do things independently, such as putting on their shoes and coats. However, there is scope to build on young children's understanding of good hygiene practices, such as through daily routines and activities.

Children enjoy regular trips and visits to help them to learn about the world around them. They are keen to tell visitors how they enjoy watching the soldiers marching. Children happily recall their trips out and confidently talk about the swans and boats they see on the river. The childminder uses these opportunities to teach children about how to keep themselves safe around water. Children's behaviour is good and the childminder is a positive role model.

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

- The childminder promotes children's communication and language skills well. She talks to children, asks many questions and encourages them to share their thoughts and ideas. Children delight in singing familiar songs and rhymes. They select their favourite instruments and explore different sounds. The childminder uses these opportunities to enhance children's developing vocabulary and introduces words such as 'louder' and 'softer'.
- The childminder observes and monitors the progress that children make. This helps her to swiftly identify any gaps in their development. She knows children well and understands what she needs to do to help them move on to the next stage in their learning. Children make marks in various ways and make comments about what they are drawing. They demonstrate this as they focus intently and tell the childminder they are drawing a bus. The childminder builds on their learning and asks them what shape the wheels might be and how many they will need. Older children learn how to recognise and write their name. This

supports their early literacy skills well.

- Children form close relationships that provide good support for their emotional well-being. Babies babble and respond positively to the childminder, and older children chat constantly to her. Older children are kind and considerate to their younger peers. This is illustrated as they pass them resources and help them to push buttons that operate early technology equipment. Babies smile with enjoyment as they create different sounds.
- Children are beginning to learn about the importance of healthy eating. However, the childminder, on occasions, misses opportunities to build on children's understanding of good hygiene practices. For instance, she does not always encourage children to wash their hands, for example before eating. Nevertheless, children enjoy nutritious snacks and meals and sit well at the table.
- The childminder works closely with parents to help children to settle and to feel secure in her home. She gains lots of information to help her obtain a good overview of children's starting points. The childminder shares detailed information with parents and other providers about children's care and learning. This helps foster good continuity for children between the setting, home and other settings.
- The childminder reflects on her practice and implements changes she needs to make to raise the standards of her setting. She seeks the views of parents and children so they have a voice in her setting. However, she does not focus sharply enough on her professional development to help promote children's learning to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding training and has a good understanding about child protection issues. She is alert to the different types of abuse and confidently demonstrates her procedures for reporting concerns. The childminder implements policies and procedures and completes daily risk assessments to check on all aspects of her provision. This helps her to ensure that her home and resources are safe and suitable.

What does the setting need to do to improve?

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

- strengthen opportunities to build on children's self-help skills, in particular to help them develop an understanding of good hygiene practices even further
- enhance the programme of professional development to build on skills and knowledge even further.

Setting details

Unique reference number	108311
Local authority	Windsor and Maidenhead
Inspection number	10066881
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	24 November 2015

Information about this early years setting

The childminder registered in 1990 and lives in Datchet, Berkshire. She operates from Monday to Friday, for most of the year. The childminder holds a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- The childminder and the inspector viewed and discussed the layout of the play areas. They discussed how the childminder implements the curriculum to promote children's learning.
- The inspector spoke with the childminder and children during the inspection. She read written statements from parents to gain their views of the childminder's provision.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder and members of the household.
- The inspector observed the childminder interacting with children. She assessed the impact of the childminder's teaching on what children know and can do and discussed her observations with the childminder.
- Discussions were held with the childminder relating to the self-evaluation process and safeguarding.

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

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