

Childminder report

Inspection date: 24 January 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

The childminder provides a welcoming, homely environment where children can access a range of resources and have space to play with each other. Children are happy in her care and have strong bonds with her and other household members. They eagerly enter the setting and get straight down to playing with their friends. The childminder provides a varied curriculum which makes use of both her indoor and outdoor environments as well as the local community and parks. She knows the children well and incorporates their interests into their learning to encourage their engagement.

The childminder sets clear expectations around children's behaviour and calmly reinforces these when children get over-excited or push the boundaries. For example, when children get very excited in the cardboard igloo, and it gets wobbly, she reminds them to be gentle. She shares how she would like it to last longer as there is still more decorating they can do. This prompts children to request to add more snowflake stickers as it is cold where igloos are. They share that penguins live near igloos and remember, when supported, that Eskimos can live in them too.

Children receive encouragement to build on their personal, social and emotional skills well. They share and take turns and minor squabbles are quickly and sensitively resolved, with the childminder clearly sharing expectations and being kind to their friends with them. The childminder encourages children to share how they are feeling and builds on their communication skills during her interactions with them. Children are making good progress from their starting points.

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

- The childminder provides a curriculum that she flexibly implements to enable children to lead their play as much as possible. She encourages children's curiosity and develops a curriculum that focuses on promoting their curiosity, their independence and getting them ready for their next stages of learning, including starting school.
- Children gain a good awareness of how to live healthy lifestyles, interact with others socially and become independent in their personal skills. The childminder is good at encouraging children to build on their personal, social and emotional skills. Children help tidy up after themselves and are gaining confidence in putting their coats and shoes on before going outside. They enjoy daily activity in the fresh air and healthy snacks and follow good hygiene procedures.
- The activities and experiences children enjoy with the childminder prepare them for life in modern Britain and support them to gain a good awareness of other cultures and countries. Children are respectful to each other and display good manners.

- Risk assessment is robust and the childminder gives children clear instructions on how to keep themselves safe. She teaches and encourages children to gain an understanding of how to assess risks for themselves to build on their skills and boost their confidence.
- The childminder shares a wealth of information with parents both verbally and online. Her partnership with the parents is a strength, she gathers information on the children to ensure that she meets their needs and also gains details on what the parents expect. Parents share how they appreciate how well she cares for their children and the information they receive.
- The childminder promotes children's communication well and covers all areas of their development during the day. She knows children well and, overall, provides stimulating learning opportunities that engage children, fire their imagination and extend their learning. However, on occasion, she is not as successful when targeting adult-led learning with the older children to keep them engaged. For example, an older child was given a sheet to attempt to 'write' over words, to build on their mark-making and emerging writing skills. This approach did not fully engage them, or best target their learning styles, so they did not want to do it and distracted themselves with colouring.
- The childminder provides enjoyable activities for the children to take part in, and they enjoy using their imagination and playing with each other. She uses a lot of language as she interacts with them and builds well on their communication skills. She encourages them to count and share the colours and shapes they use while playing board games and sticking stickers. However, opportunities for children to gain a greater understanding of other mathematical concepts, such as comparison, problem-solving and size, were less evident at inspection.

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:

- refine the planning of activities for the older children, particularly those linked to developing their emerging literacy skills, so that they are more precisely tailored to support children's individual learning needs
- strengthen opportunities for children to gain a greater understanding of mathematical concepts, such as problem-solving, comparisons and critical thinking.

Setting details

Unique reference number	148810
Local authority	Windsor and Maidenhead
Inspection number	10304965
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	7 February 2018

Information about this early years setting

The childminder registered in 2001. She lives in Holyport, in Maidenhead, Berkshire. The childminder works each weekday for most of the year. She is eligible for funding for children aged two, three and four. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Anne Nicholson

Inspection activities

- This was the first routine inspection the provider 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 inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector took into account the views of parents.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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