

Childminder report

Inspection date: 18 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 creates a welcoming home. Children are relaxed in her care and she has formed wonderful relationships with them. The childminder has high expectations for children's learning and knows what she wants them to learn. She uses children's interests around time as a starting point to extend their learning. For example, she teaches older children how to count and recognise numbers on a clock. The childminder seamlessly weaves early mathematics within their play and daily routines. This helps prepare children for later learning.

The childminder's interactions with children are very good. She sits on the floor with the children and they respond positively to her nurturing manner, passing her toys and inviting her to play. Children develop good early communication and language skills. The childminder adapts her interactions to meet children's development needs. As older children play with a train track, the childminder introduces new language and information, such as an 'engine' and 'tunnel'. This helps children to build on the language they already know.

The childminder has high expectations of children. She praises them and they behave well. Children use good manners throughout the inspection, saying please and thank you effortlessly. This helps develop children's positive relationships.

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

- The childminder plans a curriculum that is well sequenced, and she understands the children's individual capabilities. She places a strong focus on developing children's communication and language, and personal, social and emotional development. The childminder follows the children's lead and joins in with their play to reinforce what they know.
- The childminder plans activities for children to further their learning. For example, she considers how to extend children's understanding further after a visit to the library to research different birds. Children enjoy practising their fine motors skills as they thread cereal onto a pipe cleaner to make bird feeders. That said, the younger children do not gain as much from these activities, as the childminder has not fully considered how to adapt them to meet their needs.
- The childminder supports children's knowledge and understanding of the local community effectively. For example, children visit parks and local woodland areas to support their physical development. They enjoy outings to groups in the community, which helps to build on their social skills.
- Children have positive attitudes to play and learning. For instance, they enjoy trying to complete simple puzzles with the childminder's support. They gaze with wonder as the puzzles make familiar animal sounds back to them as they complete them. The childminder skilfully extends their learning experiences. For

example, she helps older children recall their learning, as they talk about the tadpoles and frogs that live in the garden pond. Children benefit from meaningful learning experiences.

- Children's literacy skills are supported well. They have easy access to a wide range of books, which children enjoy making their own selections from. They participate in mark-making and writing activities, such as holding pencils when colouring different species of birds.
- Children copy the childminder's calm and patient manner. Older children share their favourite musical dancing flower and show toddlers how to use it. Children are respectful to each other. The childminder is a very good role model for them. She is responsive to their emotional needs. For example, if a child becomes a little unsettled, she gently comforts and reassures them. This supports children's well-being.
- The childminder teaches children good personal hygiene routines, such as handwashing before meals. Children enjoy healthy, wholesome and nutritious snacks that support their well-being and knowledge of making healthy choices.
- Partnership with parents is strong. They talk positively about the childminder's nurturing approach within her 'cosy' home environment. The childminder shares regular information with parents. Parents say this has had a positive impact on their children's development and their children make excellent progress in her care.
- The childminder evaluates her service, seeking feedback from parents. The childminder completes mandatory training as required. However, she does not make full use of other opportunities for ongoing professional development, to help her continually build on her knowledge and skills and further improve the provision.

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 planning to more fully consider how to adapt activities to further meet the needs of the younger children
- make more use of professional development opportunities to help strengthen knowledge and skills even further and drive ongoing improvement over time.

Setting details

Unique reference number	148836
Local authority	Windsor and Maidenhead
Inspection number	10308026
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	6 March 2018

Information about this early years setting

The childminder registered in 2001 and lives in Maidenhead, in Berkshire. She operates from 8am to 4pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Lane

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 her evaluation of the provider.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the 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.
- Children spoke to the inspector during the inspection.

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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