

Childminder report

Inspection date: 15 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and they behave well as they explore the welcoming environment with ease and motivation. They are extremely happy with the childminder, who takes the time to get to know them well. This strengthens children's self-esteem.

Children enjoy learning and are keen to try new activities. They show curiosity and can-do attitudes to try new things. For instance, children learn how to use different garden tools as they plant seeds. The childminder successfully encourages children to persist at these new activities so that they develop confidence to use new equipment. Children have plenty of opportunity to refine their large-muscle development. They learn to run and climb as they negotiate steps and climbing apparatus. Children have good opportunities to develop their knowledge of colours, shapes and counting through the activities the childminder offers. For example, they enjoy creating a range of models with coloured magnetic shapes.

The childminder has high expectations of children's communication and language development. She consistently introduces new vocabulary and models the correct pronunciation of words to support children's understanding. Children often repeat what the childminder says as they play. This supports their early language development.

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

- The childminder has developed a good curriculum based on the children's stages of development. She plans a curriculum that is sequenced to give toddlers and older children the skills and knowledge that they will need as they grow and develop. The childminder encourages children to develop their independence. Children put on their shoes and coats and are confident to ask for help when needed. However, the childminder's routines do not always support children's independence. For example, children are encouraged to cut their fruit, but the organisation at mealtimes makes it difficult for them to succeed.
- Children sing familiar songs as they play. They access a variety of books. The childminder reads to children with enthusiasm and children enjoy opportunities to join in with different stories, which supports their early literacy skills.
- The childminder encourages children to develop their understanding of emotions. For instance, she has recently introduced various facial expressions such as 'happy' and 'tired'. This helps children to identify and understand the different emotions. The childminder is a positive role model. She is kind and polite. Children take turns and respect each other. They demonstrate positive behaviour.
- The childminder ensures that children have daily fresh air and exercise. She

recognises the impact that the COVID-19 pandemic has had on children's social skills. The childminder plans different experiences to support their confidence. For instance, she takes children to the local library and toddler groups, where they can expand their social skills.

- Overall, children enjoy the activities on offer and become absorbed in play that supports their interests. For example, they have fun being imaginative with the role-play shop and they engage with each other as they play with the pretend foods. However, the childminder does not always follow children's spontaneous play. For example, children try to explore different craft materials and, on some occasions, the childminder distracts them away from this area. This limits children's learning opportunities.
- Parents speak highly about the service the childminder provides. The childminder works closely with them to build up a thorough picture of children's achievements and development needs. This includes involving them in the progress checks for children aged between two and three years and her ongoing assessments. This supports continuity of children's learning and development.
- The childminder is reflective. She evaluates her practice. She accurately identifies her strengths and knows the areas for improvement. For example, she has recently created some literacy resources for children to share with their parents at home. This supports children's continuity of learning.
- The childminder has a good understanding of how children learn and develop. She focuses her curriculum on their communication skills and physical development to ensure that they have the skills they need to support their future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding knowledge. She is aware of wider safeguarding issues and ensures that all her policies are updated to reflect these. This helps her to keep children safe from harm. The childminder knows the possible signs and symptoms of child abuse and fully understands how to report child protection concerns. She implements policies and procedures to keep children and her home safe. The childminder carries out daily safety checks to help to reduce hazards and minimise accidents. This helps her to promote children's safety and welfare to a high level.

What does the setting need to do to improve?

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

- make full use of children's spontaneous play ideas and interests to maximise learning opportunities and further captivate their interest
- consider the organisation of routines to promote children's independence skills

further, in particular during mealtimes.

Setting details

Unique reference number	2543900
Local authority	Windsor and Maidenhead
Inspection number	10215457
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 4
Total number of places	4
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Cookham, Berkshire. She operates for most of the year from 8am to 6pm, Monday to Thursday.

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 their evaluation of the setting.
- The inspector viewed the areas used for childminding purposes with the childminder and discussed how the early years provision and the curriculum are organised.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- An evaluation of the activities was discussed by the inspector and the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- Parents shared their views through written feedback, which the inspector took account of.

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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