

Childminder report

Inspection date: 10 January 2023

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children feel safe, secure and happy at this setting. The childminder provides a warm, welcoming environment in which children enjoy exploring their interests and trying out new things. For example, children extend their love of play dough by making their own and using kitchen utensils and tools to play imaginatively with it. Children replicate baking gingerbread men with their grandparents. They knowingly tell their friends, 'Next the dough needs to go into the oven to cook.'

Children are very well behaved and demonstrate good manners in all of their interactions. They wait patiently to be called for their turn to wash their hands, taking this opportunity to share books with each other. Children develop a good understanding of books and reading in relation to their age. They are eager to join in with activities and listen carefully to instructions. They take pride in singing solo in front of their friends and show great familiarity with stories, songs and action rhymes.

Children with special educational needs and or disabilities (SEND) receive targeted support to help them make good progress. Staff help children learn about the importance of valuing difference and respecting others. Children are able to recognise and describe differences between themselves and others. They show care and consideration for their friends' thoughts and feelings.

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

- Children show a real love of and familiarity with books, stories, songs and rhymes. They use these throughout the day to support learning through play and during transition times. Children use books and stories independently to comfort themselves and each other. This supports children's later reading skills.
- The childminder, her co-childminder and assistant plan purposeful learning experiences and provide opportunities for children to develop their skills. For example, children who are potty training and like playing with dolls are provided with opportunities to change baby dolls' nappies and sit them on pretend potties. This builds confidence in young children about what comes next in this stage of their development.
- Children display the good manners and expected high levels of behaviour that are modelled for them by the staff. For example, young children ask an adult if they want something that a friend is playing with, saying, 'I want the star, can I have it next?' This demonstrates their understanding of social rules such as sharing, turn-taking and respect.
- The childminder organises group activities which spark children's curiosity and extend their learning. For example, children make their own play dough and go on to act out baking and cooking tasks, while they talk about their likes and

dislikes. The childminder, her co-childminder and assistant support the children to understand the benefits of healthy choices in relation to the food and drinks that they are discussing.

- Parents feel confident that their children receive a high standard of care and attention which supports their all-round development. The parents of children with SEND feel well supported and share examples of effective partnership working between themselves, the setting and other professionals, such as speech and language therapists.
- The childminder has systems in place for checking the suitability of staff and is aware of her responsibilities in relation to safer recruitment. However, she has not fully considered how to strengthen two-way support and coaching with her co-childminder and assistant to further improve practice.
- Children are confident speakers and are able to lead their own play and learning, where appropriate. They are supported to carry out some self-care tasks independently, including using the toilet, washing their hands and tidying away after themselves. However, children are not given the same time or space to develop their independence skills fully during routine times, such as snack times and mealtimes.
- Children who speak English as an additional language make good progress in their communication and language. For example, parents are invited to record themselves saying key words in their home language. This helps staff ensure children are clear in linking what they are learning to their existing knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant carry out daily risk assessments of the premises, activities and children's needs to ensure that all children are kept safe. Young children know how to keep themselves safe in the setting. They wait to be escorted through areas which they must not access without supervision, such as the kitchen and living room. Children's sleeping arrangements are well thought out and all children remain in sight and hearing at all times. The childminder, co-childminder and assistant attend regular safeguarding training and have good safeguarding knowledge. They are able to identify signs and indicators of abuse and know how to report concerns that a child may be at risk. This includes managing allegations against adults. The childminder has worked with her assistant and co-childminder to ensure they meet the safeguarding and welfare requirements of the early years foundation stage.

What does the setting need to do to improve?

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

- maximise opportunities to promote children's independence and choice through

daily routines, such as mealtimes and snack times

- review systems in place for two-way supervision, coaching and support, and use feedback to support the continued improvement of the quality of teaching.

Setting details

Unique reference number	2543937
Local authority	Windsor and Maidenhead
Inspection number	10250642
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	12
Number of children on roll	17
Date of previous inspection	20 July 2022

Information about this early years setting

The childminder registered in 2019 and lives in White Waltham, Berkshire. She works alongside her co-childminder and an assistant. The childminder operates from 8am to 6pm, Monday to Friday, for most weeks of the year. She holds a relevant qualification at level 3. The childminder is registered to provide free early years education funding to children aged two, three and four years.

Information about this inspection

Inspector
Leanne Merritt

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector and the childminder discussed the learning and curriculum offered to children.
- Parents shared their views on the setting with the inspector and these were taken into account.
- The childminder and the inspector took part in a joint observation of a group activity.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector observed the quality of the education being provided, and assessed the impact that this was having on children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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