

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 benefit from warm, kind and considerate interactions with their childminder. They enjoy a cuddle and come to her for comfort if they need support. Children are given the time and space they need to feel confident with tasks, such as using the toilet independently or washing their hands after activities.

Children demonstrate really good manners and are kind to one another. They are happy to wait patiently for periods of time and listen carefully to instructions. For example, children sit at the table ready for lunch. They are asked to make sure that they leave a chair rather than a stool free for their young friend, who is learning to sit at the table independently at mealtimes. Children are able to recognise the needs of others and work out among themselves who is older and can use stools, and who are the youngest at the table.

All children have regular access to the outdoors. They enjoy learning about the world and nature during their forest-school sessions. Children with special educational needs/and or disabilities (SEND) and those who speak English as an additional language receive targeted help and support. This ensures all children can access the curriculum and make good progress from their starting points.

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

- The childminder is clear about what children can do and plans appropriately to support their next steps. This helps children make good progress.
- The childminder works well with her co-childminder and assistant to support children's learning during adult-led group times. For example, she seeks their support to ensure younger children are given additional help and support in order to remain engaged in activities.
- The childminder acts as a wonderful role model for children and this encourages the high levels of good behaviour in the setting.
- Children are excited to take part in adult-led activities, such as making play dough. They fondly relate this experience to baking gingerbread cookies with their grandma at Christmas. This shows that children are building on what they already know and can do.
- Children's communication and language skills are supported by the planned and spontaneous use of books, stories and rhymes throughout the day. Very young children are able to recognise and name colours, shapes and animals, including 'jellyfish' and 'octopus'. This promotes their love for reading.
- Children are able to feed themselves. All children, including the youngest, are able to drink from an open-top cup. This is good for their oral hygiene and their speech and language development. However, children are not consistently provided with time or space to develop their independence skills fully and to

exercise choice in relation to their snack and mealtimes.

- The childminder works with other professionals and parents to support children with SEND and those who speak English as an additional language. Strategies are in place to deliver planned interventions in the setting in partnership with parents at home for children requiring targeted support from health professionals, such as speech and language therapists.
- The childminder attends mandatory training to ensure she meets the minimum requirements of the early years statutory framework, such as safeguarding and first aid. However, systems for coaching and sharing feedback on practice are not yet fully effective.
- Parents are happy in the knowledge that their children are safe and well cared for. They praise the work the childminder and her co-childminder do to support their children's learning and development. Parents are happy with the communication systems for sharing information about their children's learning, development and well-being.
- Children are keen to join in and have a go at all the activities and experiences available. They enjoy learning about different cultures, such as the festivals of Diwali and Eid. This helps children to learn to respect and value others, as well as to be able to recognise, describe and celebrate differences in one another.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures robust risk assessments are carried out to keep children in her care safe from harm. Children are taught how to keep themselves safe and follow simple rules such as wiping up spillages after themselves and holding hands with an adult to climb the stairs at sleep time. The childminder works closely with her co-childminder to coordinate training and ensure mandatory requirements are met. Children are closely monitored during sleep times and are always within sight or sound of the childminder, co-childminder or assistant. The childminder records and monitors children's absence. She is alert to safeguarding concerns and signs that may indicate a child is a risk of harm. There are clear recording and reporting systems for accidents, incidents and the administration of medication. Children's allergies and medical conditions are carefully considered and managed at the setting.

What does the setting need to do to improve?

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

- strengthen opportunities for children to exercise choice and independence in their daily routines, such as at mealtimes
- review systems in place for coaching, support and giving feedback to improve practice further.

Setting details

Unique reference number	2549870
Local authority	Windsor and Maidenhead
Inspection number	10250621
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 9
Total number of places	6
Number of children on roll	17
Date of previous inspection	20 July 2022

Information about this early years setting

The childminder registered in 2019. She works from her co-childminder's home in White Waltham, Berkshire. The childminder has a recognised childcare qualification at level 3. She operates Monday to Friday, from 8am to 6pm, for most of the year. The childminder is registered to provide free funded early education for 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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