

Childminder report

Inspection date: 16 March 2023

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 thoroughly enjoy time spent with the childminder and her assistants. They show that they are very happy and feel safe and secure. Children have warm bonds with the adults who care for them. They understand the routines of the day and behave exceptionally well at all times. Play takes place in the home, in the outdoor cabin and under a covered area between the two. Resources are easily accessible. Children are delighted to choose these resources. They understand the importance of tidying up before getting more toys and games out, and happily sing the 'Tidy-up' song as they do. Children are respectful to each other and show kindness in their play.

All children benefit from the childminder's curriculum. This spans all seven areas of learning and focuses on language, numbers and letters alongside planned themes and events, as well as encouraging children's interests. Children show they are inquisitive and keen to learn. They are confident to share things that are special to them, including their favourite stories during World Book Day, for example. As a result, children were able to build on their knowledge of numbers during learning experiences while reading 'The Very Hungry Caterpillar'. All children, including those who speak English as an additional language, show readiness for the next stages of their education.

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

- The childminder understands the importance of enhancing her practice. She regularly undertakes training and research to enrich the outcomes for children and provides support and guidance for her assistants. The childminder knows the importance of effective partnership working. For example, she maintains regular contact with parents, including her weekly updates for her menu and planned learning experiences. This enables parents to inform her of any new allergies and provides important information about how and what children learn.
- Overall, the childminder's curriculum is implemented well. Generally, she adapts and implements her activities well. For example, as children play with cars, she encourages younger children to name the colours and pick a certain number and count these. She uses building blocks to create a garage and roadway. She encourages curiosity and introduces children to the shapes of the blocks. However, there are times when the childminder is not confident in allowing time to enhance the experiences of much older children. For example, during the play with blocks, the childminder does not always use the activity to promote children's understanding of a wider range of mathematical awareness, reasoning and language
- Children are developing a love of books. They delight as they make caterpillars from moulding dough and talk about the storylines of 'The Very Hungry

Caterpillar'. Children confidently remember that the caterpillar 'ate too much'. They recall the things the caterpillar did eat, such as watermelon, pears and cake. Children count the number of items, for instance 'five oranges', to further demonstrate their understanding.

- The childminder proactively supports children speaking other languages at home and learns their keywords. She knows the importance of the required assessment for children aged two.
- Children demonstrate confidence and independence. They are learning about the importance of self-care skills, including effective handwashing routines, healthy eating and regular exercise.
- The childminder helps children take pride in their achievements. For example, the childminder and her assistant support the ways that children try hard to succeed. For instance, as children complete puzzles, they are provided with clues to fit the right pieces. Children start to realise that a teddy puzzle has different pieces, depicting clothing for big, medium and small teddies. Children are keen to help their friends as well by suggesting 'that is too big'.
- Parents provide positive feedback for the childminder. They state she is organised, provides healthy meals and snacks and is warm and caring. They add that the childminder provides them with regular information about their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the requirements for working with an assistant and has effective systems in place to ensure the ongoing suitability of those who work with her. The childminder has a good knowledge of how to protect the children she cares for. For example, she knows the procedure to follow to report a concern about a child. She understands what to do if an allegation is made about her or her assistants. The childminder and her assistant regularly update their knowledge of all aspects of safeguarding matters through regular training.

What does the setting need to do to improve?

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

- further extend the opportunities for older children's learning, to deepen their knowledge and understanding in readiness for school.

Setting details

Unique reference number	2605722
Local authority	Windsor and Maidenhead
Inspection number	10263590
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 4
Total number of places	12
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Windsor. The childminder works with two assistants. One assistant is her husband. The childminder works Monday to Friday, 8am to 5.30pm for most weeks of the year. The childminder receives funding for the provision of free early years education for children aged three and four years.

Information about this inspection

Inspector

Aileen Finan

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 provider and has taken this into account in the evaluation of the provider.
- The inspector spoke with the childminder to assess her understanding of the requirements to work with an assistant. The childminder explained how she supports her assistants in their roles.
- A learning walk was completed. The childminder provided information about how she plans her curriculum and how she works with parents.
- The inspector observed the childminder and her assistant interacting with children.
- The inspector spoke with children. She read written feedback from parents.

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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