

Childminder report

Inspection date: 19 April 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 are happy and excited to explore the wide range of activities on offer at the childminder's home. Children share close bonds with the childminder and the assistant present on the day. Children make lovely friendships and happily share their ideas. For instance, children excitedly stand at the garden door and talk together about the water they can see outside. They also cuddle one another during the day and smile as they do this. Children feel a sense of belonging.

The childminder and her assistant have high expectations for children's behaviour. Children behave well and have good manners. The childminder and assistant constantly encourage positive behaviour through regular praise and recognition. For example, they 'high five' children as they help to tidy the toys. The childminder quickly supports children who struggle with taking turns and talks to them about their feelings. Children are learning right from wrong.

The childminder and her assistant recognise the importance of supporting children's communication and language development. They enthusiastically share stories with children to help extend their vocabulary. For example, children eagerly listen to familiar stories and enjoy repeating new words, such as 'crane'. They have strong communication and language skills.

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

- The childminder and assistant know the children very well. They use their in-depth knowledge of the children to help support their individual needs. For instance, they know that some children need support in their emotional development after being away from the setting for a long period.
- The childminder skilfully adapts her curriculum to always ensure that she builds on what the children know and can do. Although the childminder focuses on individual areas of learning in this way, at times, she and her assistant do not extend learning for the older or most-able children. For instance, as children play with water in the garden, the childminder and assistant do not fully consider how to use their interactions to help children build on their thoughts and ideas. This means the most-able children do not learn to their full potential.
- The childminder and her assistant use everyday routines to promote children's independence skills. For example, children excitedly choose and put on their aprons for a fruit-cutting activity. They eagerly try and cut the fruits independently, and the assistant kindly role models to younger children what to do. Older children persist and smile with joy as they manage to peel the orange for themselves. All children have the perseverance they need to work through challenges in play.
- Children have positive attitudes to play and learning. For example, children

giggle with glee as they try to score a goal in the garden. The assistant encourages children to learn new skills as he enthusiastically challenges children to kick a ball over a longer distance. Children and adults share respectful and trusting relationships. This helps children to build their confidence and try new experiences.

- The childminder understands the importance of continual professional development for herself and her assistant. For example, she explains how recent training about the use of nature within the curriculum has helped her to plan new learning opportunities for children, such as building an imaginary bonfire. However, at times, some interactions between adults and children are not consistently high quality. For example, at times, such as in the garden, adults take on a more supervisory role, and they do not support children in their play. This means that children do not learn beyond what they already know and can do.
- The childminder and her assistant build close bonds with parents. They share daily verbal feedback with parents to discuss children's learning and development. Parents appreciate the caring nature of the childminder and her assistants. They adore the close bonds they have with the children. The childminder promotes children's home learning well. For instance, she offers parents ideas on helping their children to learn numbers or potty train, in order to help the continuity of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and the assistants attend regular training to keep their safeguarding knowledge up to date. They know how to spot signs and symptoms of children who may be at risk of issues such as neglect. The childminder knows the procedure she must follow should an allegation be made against herself, her assistants or a household member. She carries out thorough risk assessments. For instance, on outings, she checks the areas to ensure there is nothing broken or dangerous, and she always knows the area she is visiting before going there with children. This minimises the risk to children.

What does the setting need to do to improve?

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

- enhance learning opportunities to extend children's learning even further, especially to support older and the most-able children to achieve their full potential
- explore more ways to raise the childminder's and assistants' quality of teaching to higher levels.

Setting details

Unique reference number	2609803
Local authority	Windsor and Maidenhead
Inspection number	10280995
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Windsor. She operates her service Monday to Friday, from 7.30am to 5pm, for most of the year. She works alongside two registered assistants. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mandy Cooper

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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, her assistants and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working with the childminder.

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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