

# Childminder report

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Inspection date: 1 May 2024

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

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

### The provision is good

Children have a wonderful time in the care of the attentive and patient childminder. They demonstrate that they feel safe and secure in her care as they inquisitively explore her home and garden.

The childminder is passionate about her role in caring for children and fully understands that children learn best when their individual needs and interests are met. She skilfully extends their knowledge and plans her curriculum with the children's interests in mind. As a result, children have a positive attitude to learning and develop their early mathematics skills well. For example, when children fill up their watering cans, the childminder encourages them to fill them up to the top. They excitedly pour water down rain pipes and observe with intense concentration as the water flows down the pipes into buckets. This helps children to gain an understanding of volume, size, cause and effect. Furthermore, the childminder supports pre-school children to count objects and encourages them to solve challenging problems, such as adding and subtracting more or less objects. This supports children's ongoing mathematical learning superbly. The childminder continually praises their efforts which has a positive impact on their growing confidence and self-esteem.

The childminder has high expectations of children's behaviour. This helps them to behave well and learn to treat others with kindness and respect. Children learn good manners from an early age. For instance, the childminder reminds children to say 'please' and 'thank you'.

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

- The childminder regularly reads and sings to the children. For example, she reads their favourite story 'The Gingerbread Man' and brings the story to life with songs, hand movements and different voices. Furthermore, she engages children in the story by asking them questions to challenge their thinking. This helps children to develop a love for books and promotes their developing speech and language skills effectively.
- The childminder supports children's understanding of the world they are growing up in efficiently. For instance, children enjoy a variety of outings with the childminder. They visit local parks, museums, and the library, and attend social groups. This helps them to learn about the local community and gives them plenty of opportunity to be physically active. Children see different places and meet new people, which helps them to make important connections with others.
- With the support from the childminder, children learn to manage their own self-care. For example, young children learn to feed themselves and wash their hands with little help from the childminder. Pre-school children are encouraged

to put on their own shoes, help at tidy up time and make their own sandwiches at lunchtime. This supports their independence skills effectively, ready for their move on to school.

- The childminder provides children with nutritious snacks and reminds them to hydrate throughout the day. She further explains to the children why it is important to nourish their growing bodies. Children learn to make healthy choices from an early age, which supports their personal development successfully.
- Overall, the childminder has a good understanding of what she wants children to learn next and plans activities that build on what they know and can do. However, occasionally, the childminder does not plan activities as successfully to hold children's interest and make sure that the intended learning takes place. At times, some children become disengaged and their learning needs are not fully supported.
- Partnerships with parents are strong. Parents comment that they feel their children have made good progress, especially with their speech and language development. They report that their children feel happy and safe in the childminder's care. The childminder works in collaboration with parents to support their children's personal development at home. For example, she works with parents when children are ready to be toilet trained and shares relevant information with them.
- The childminder gathers detailed information about children and their families from the start. She finds out about children's routines, medical and dietary needs and their development at home, before parents leave children in her care. She uses this, along with her own assessments of children's learning, to plan for the next steps in their development. Children make good progress from their starting points.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- strengthen the planning of adult-led activities to fully support all children's learning needs and help them benefit from the intended learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2660798                                                                           |
| <b>Local authority</b>                             | Windsor and Maidenhead                                                            |
| <b>Inspection number</b>                           | 10335232                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 15                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The provider registered in 2021. She lives in Maidenhead and operates Monday to Thursday from 7.30am to 6pm, all year round, except for family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katharina Hill

### 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 inspector observed the implementation of the curriculum during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.
- The inspector considered the views of parents provided on the day of the inspection.

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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