

Childminder report

Inspection date: 25 March 2025

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

The childminder provides a child-orientated, homely environment for the children in her care. Children are happy and settled. They will also seek reassurance from the childminder when they are feeling a little unsure. Children benefit from close bonds with the childminder, helping them to feel safe and secure. They enjoy time engaging in planned activities, both indoors and outdoors. Children like using the tweezers to pick up coloured pom-poms to support their hand muscles in preparation for future writing. In the outdoor space, children particularly enjoy digging in the sandpit and building castles. They show positive attitudes to learning and are keen to join in and have a go.

The childminder has a basic curriculum in place. Through this, she focuses on developing children's knowledge and skills over time to support them to be ready for school. Her ultimate goal is for children to feel happy and safe. The childminder plans for children to learn to recognise simple numerals and shapes and their own name before they move on to school. She also places an emphasis on British values, such as children learning to be kind and taking turns.

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

- To implement her curriculum, the childminder uses themes and children's interests to plan activities and experiences. She has clear and appropriate learning intentions for planned activities that are based on children's current learning. The childminder builds on children's previous learning each day, such as recognising number patterns initially using dice, and then moving on to dominoes. This helps children to develop their knowledge and skills in sequence.
- The childminder demonstrates strong teaching skills and uses various methods to support children, for example narrating, demonstrating, guiding and encouraging. She is careful to ensure all children are included. Although there are positive interactions, at times, these lack challenge for the children and opportunities for them to think critically and problem-solve. This means that at these times, children's learning is not taken to the highest level.
- Children communicate well. The childminder supports them to engage in two-way conversations and learn new vocabulary, such as 'supper'. She supports children to develop a love of books and stories. Children choose books and ask the childminder to read to them. They show delight and awe at their favourite stories. Children listen attentively and concentrate extremely well. They excitedly repeat well-known phrases to recall what they know about the story. This supports children to understand that written words have meaning.
- The childminder provides children with daily opportunities to be physically active, for example in her garden and the local soft play or park. The childminder plans regular visits away from home, such as to playgroups, the library, charity shops

and the farm. This helps to build children's confidence and to learn about the world around them.

- The childminder carefully weaves mathematics into planned activities and her everyday interactions with children. She helps them to count to five accurately and recognise numerals and number patterns. This supports children to develop early mathematical skills. The childminder encourages children to recall and share what they know and can do, such as remembering the ingredients they used to make play dough. This helps to embed their knowledge and understanding.
- The childminder supports children to behave well and play happily with their peers. She role models good manners, such as taking turns to speak and listening to their friends, and she encourages children to do the same. This supports children to develop secure social skills.
- Children's good health is supported well. The childminder ensures children learn good hygiene routines and to manage their own care needs, such as washing their hands before eating and using the toilet independently. She works closely with parents to ensure children receive healthy and nutritious meals and snacks. She shares information with parents to guide them on appropriate food to provide for children's lunches. This helps children to develop an understanding of healthy eating.

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:

- focus interactions more precisely to challenge children's thinking and encourage them to problem-solve, to enable them to reach their full potential.

Setting details

Unique reference number	2700737
Local authority	Windsor and Maidenhead
Inspection number	10388729
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Windsor, in the Royal Borough of Windsor and Maidenhead. The childminder operates her service each weekday from 9am to 5pm, all year round, apart from family and bank holidays. The childminder holds an early years qualification at Level 2. She provides government funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector
Clare Perry

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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