

Childminder report

Inspection date: 9 June 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 is bubbly and energetic, and this supports her to meet children's needs and excite them to join in with activities and play. She also aims to make things fun for the children, such as making the fruit jump when serving breakfast. Children laugh with delight when their meal is served in this way. Children arrive happily and settle quickly. They are inquisitive and enjoy exploring the activities and resources the childminder provides, for example sand and colour matching hoops and cones. Children enjoy being helpful, such as collecting their friends' water bottles and picking up dropped cushions.

The childminder has a basic curriculum in place, which aims to develop children's knowledge and skills over time. This is generally child-led, with some planned activities and experiences and includes time outside daily. Children benefit from time outside each day, either in the secure child-orientated garden or on local walks in fields and woods. This provides them with fresh air and the opportunity to be physically active. Additionally, to learn about the natural world around them. The childminder takes account of children's interests and offers them choices of activities and play. This supports children to feel valued and listened to and to know their views are important.

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

- The childminder intends to support children to develop the skills and knowledge they need to be ready for their next stage in learning. For example, being able to communicate, manage in social situations and develop self-care skills, such as using the toilet. She does this through daily activities and interactions with the children. This supports children to be well prepared when they move on to nursery or school.
- On the whole, the childminder's teaching skills are effective, such as introducing numbers into her interactions. However, when children begin to talk about size or to transport sand she does not always recognise this as a learning opportunity. Nor does she use this effectively to extend and challenge children's learning further.
- The childminder knows the children she cares for well. She seeks pertinent and useful information from parents when they first start, this helps her understand children's current level of development. Based on her knowledge of child development and what she knows about the children, she identifies appropriate focuses for individual learning. This helps children to make good progress. The childminder also identifies where there might be some emerging gaps in learning and development. She plans suitable activities to help these begin to close.
- Children behave well. They demonstrate good manners, such as asking to get down when they have finished their meals. Additionally, the childminder

encourages them to say please when asking for more snacks. When children struggle to share and both want the same equipment, the childminder talks to them about sharing and being friends. This supports children to develop effective social skills.

- The childminder is passionate about healthy foods, nutrition and healthy living. She shares her knowledge with parents and children. The childminder supports parents to provide foods that are suitable for children while in her care. She talks to children about healthy foods. Additionally, the childminder undertakes activities to help them understand the importance of good oral hygiene and toothbrushing. For example, she plans activities for children to bring in their brushes and paste and practise these routines. This supports children's good health and helps them to develop suitable hygiene practices.
- The childminder places high regard on her own professional development and keeping her own knowledge and skills up to date. She accesses short courses and relevant webinars. This ensures she has the skills needed to support the learning of the children in her care effectively.
- The childminder plans to support children's speech development through music, dancing, reading and conversations. She introduces new vocabulary to children, such as 'zebra' when playing in the sand. She carefully sounds out the initial letter 'zzzz' to support children to repeat the word successfully. This supports children's emerging communication skills well.

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:

- review and strengthen the implementation of the curriculum to ensure children's learning is consistently challenged and extended to enable them to make the best possible progress.

Setting details

Unique reference number	2729860
Local authority	Windsor and Maidenhead
Inspection number	10399532
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Maidenhead, Berkshire. The childminder provides care between 8am and 6pm, Monday to Thursday, all year round, with the exception of bank and family holidays. She holds an early years qualification for home-based childcarers at level 3. The childminder 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 communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a shared observation outside.
- 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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