

Childminder report

Inspection date: 27 February 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder creates a welcoming environment where children feel safe and valued. The curriculum is tailored well to support children's individual needs and interests. For instance, the childminder knows children enjoy imaginary play and reading stories, so she plans activities that incorporate these. This motivates children to engage in play effectively. The childminder interacts with children in a warm and engaging manner. This helps to contribute to children's emotional well-being effectively.

Children engage actively in their learning. They choose activities independently and explore the childminder's well-resourced home. Children approach new challenges with a positive attitude, demonstrating persistence and concentration. For example, they enjoy dressing the dolls while engaging in conversation with the childminder. These activities build key skills and support for future learning.

Children's behaviour is good. They follow the childminder's simple clear instructions and routines well. The childminder follows consistent hygiene routines, such as handwashing. This helps to promote their understanding of practices that contribute towards good health.

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

- Children make good progress from their starting points. The childminder gathers detailed information from parents about their child's development. She communicates effectively with parents in a variety of ways. This helps to ensure a consistent approach, supporting children's learning and well-being at home and in the setting. Parents are very complimentary about the care and education the childminder offers their children.
- Children develop a love of books as they read with the childminder. Overall, the childminder engages well with children, showing interest in their thoughts and encouraging discussion. Children explore the pictures, ask questions and predict what will happen next.
- The childminder reflects on her professional development and looks for courses to enhance her knowledge and training further. The childminder has high expectations for all children and continues to be passionate about her work. This approach supports children to progress in their learning and development.
- The childminder ensures that children can learn about the world around them. She takes the children out in the community so that they can become confident in new surroundings. For example, they meet up with other childminders and visit places such as the park, library and music sessions. This helps children to practise their emerging social skills and begin to form new friendships.
- The childminder prioritises communication and language development in her

curriculum. She creates an environment rich in language for children. The childminder follows children's lead in play, models language and repeats new words. However, occasionally, the pace at which the childminder asks questions during children's play is too fast for some children to consider, develop and express their own emerging ideas.

- The childminder provides a range of opportunities for children to develop their physical skills. Indoors, the childminder offers children opportunities to develop their small muscles. For example, they make marks using pens, build towers with bricks and dress the dolls. Outdoors, the childminder helps children to develop confidence as they visit local parks to practise skills such as climbing and balancing.

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:

- give children more opportunity to think about and consolidate the information given as they play, taking account of their need to think about and share their responses and ideas.

Setting details

Unique reference number	EY264224
Local authority	Windsor and Maidenhead
Inspection number	10380567
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	13 June 2019

Information about this early years setting

The childminder registered in 2003 and lives in Cox Green in Maidenhead, Berkshire. The childminder operates her service from Monday to Friday, all year round. She holds a childcare qualification at level 3. The childminder offers government funded places for children.

Information about this inspection

Inspector

Claire Boparai

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and inspector discussed how the childminder organises their early years provision, including the aims and rationale for the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector viewed several parent testimonials during the inspection and took account of their views.

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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