

# Childminder report

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Inspection date: 4 March 2020

| <b>Overall effectiveness</b> | <b>Outstanding</b> |
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|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Outstanding        |

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

### The provision is outstanding

The childminder has extremely high expectations for all children. She demonstrates exceptional abilities to implement her curriculum and interacts with purpose to build on what children already know. The childminder uses excellent skill to motivate and engage children and prepare them for their future learning. Children show outstanding attitudes in their play and are extremely focused in their activities. For example, older children learn about space through incredibly well-planned opportunities. At inspection, the childminder provided a model of the deck of a spaceship along with models of planets. Children were very confident to name some of these and identify their properties. For instance, children knew Mars, Earth and Jupiter. They wore a 'space helmet' and explained, 'We're going to the moon.' Children counted down from five to one and excitedly called out 'blast off'. Highly engaged children understood that 'Jupiter is the biggest planet' and the 'Earth is blue and green'. The childminder expertly built on children's learning by helping them recall that these colours represent the 'sea and land'. Children added that 'Jupiter is orange' and 'hot'. The proactive childminder is passionate about how she extends what children are learning. For instance, she provided sealed sensory bags containing real food items to demonstrate how astronauts eat in space. Children show their clear understanding by acting out these experiences. They have very high levels of self-control and are exceptionally well behaved. Children have excellent bonds with the childminder and thoroughly enjoy their time with her.

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

- The childminder has an exceptionally good understanding of her role. She has established positive partnerships with parents, who state they feel very reassured about the care their children receive. The childminder offers an exceptionally broad range of learning experiences. This includes weekly forest school sessions where children learn to confidently explore other environments, build independence and use risk perception. Children also benefit from a weekly gymnastics class. The childminder explains that the impact of this has meant children are developing new physical skills. They are now keen to try all the different apparatus as they enhance their confidence, balance and coordination.
- The childminder has very high expectations for how children listen attentively and respectfully, particularly when others speak and when listening to stories. Children sing a welcome song and use sign language to say good morning to each other. The childminder eloquently reads the book 'Dinosaur that pooped a planet', while integrating what children already understand about space. Children are highly attentive. They interact with excitement, for instance, counting back from 10. They know familiar words and phrases incredibly well. The childminder uses outstanding teaching skills to build on what children comprehend about the story and the familiar endings.

- The childminder demonstrates outstanding organisational skills and intertwines all areas of learning into her planning of activities. For example, older children show a strong awareness of mathematical concepts, reasoning and language as they take part in an activity with moulding dough. The childminder provides pictures that offer a representation of the night sky for children to add stars they create from the dough. Children skilfully articulate what they know. For instance, they use language such as 'small' and 'gigantic' as they make different-sized stars. They follow instructions, such as to make 'eight stars', and count how many they have already made, knowing they need three more.
- Children have excellent relationships. They play cooperatively together and respect each other's needs and feelings. For example, at inspection, one child moved their chair to sit alongside a friend who was struggling with a puzzle, saying, 'I will help'. Older children have an exceptional awareness of hygiene routines. They willingly help to set the table for lunch. When they finish eating, children wipe their hands and mouth, checking in the mirror to ensure they are clean.
- The childminder demonstrates expert skills in the ways she adapts play activities so the youngest of children can join in, feel valued and included. She thoroughly promotes younger children's physical development by demonstrating how to roll and mould dough. The youngest children explore their emerging mark making during painting activities with water. They listen attentively to the childminder read to them, with books specifically aimed at their needs. Younger children are very responsive to the childminder. They feel safe in her care.
- Older children demonstrate resilience and a willingness to try new tasks. For example, they enjoy a mathematical puzzle activity that promotes their understanding of shapes and solving problems. Children are particularly knowledgeable about the shapes they select and the patterns they replicate. They confidently use mathematical language as they solve the sequences.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates an exemplary understanding of her responsibility to safeguard children. At inspection, she responded confidently to questions and scenarios to assess her knowledge. She has a strong awareness of the signs and symptoms that may indicate abuse or neglect and how to make a timely referral. The childminder knows what to do if an allegation is made against her. She is up to date in her awareness of legislation, including the 'Prevent' duty guidance. She provides parents with essential information about e-safety and the internet. The childminder adheres to her robust policies, procedures and risk assessments to vigilantly promote children's health, safety and well-being.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY284820                                                                          |
| <b>Local authority</b>                             | Windsor and Maidenhead                                                            |
| <b>Inspection number</b>                           | 10137040                                                                          |
| <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 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 11 February 2016                                                                  |

## Information about this early years setting

The childminder registered in 2004. She lives in Maidenhead, Berkshire. She offers care Monday to Thursday, all day. The childminder holds a relevant childcare qualification at level 3. The childminder receives funding for the provision of free early education for children aged four years.

## Information about this inspection

### Inspector

Aileen Finan

### Inspection activities

- The inspector observed the childminder interacting with children during planned activities.
- Relevant documentation was sampled during the inspection to ensure the childminder is compliant with the requirements of the early years foundation stage.
- The inspector spoke with the childminder about how she plans her curriculum and how she monitors children's achievements.
- Written feedback was sampled during the inspection and the inspector spoke with children present.
- The inspector discussed with the childminder how she updates her skills and knowledge in respect of her responsibilities for safeguarding children.

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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