

Childminder report

Inspection date: 22 February 2023

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

Children enjoy the childminder's warm and homely environment. They laugh as they play 'peek-a-boo' together and climb into boxes hiding. Children feel safe as they play. They confidently select from a good range of resources to support their learning. Older children have a go at the activities planned by the childminder and show high levels of concentration during activities. Younger children indicate what they would like by pointing to toys and selecting books to read with the childminder. The childminder is responsive to their needs and gives plenty of care and reassurance as they play. Children regularly approach the childminder for a cuddle and help with tasks.

Children learn many skills during their trips into the community. For example, they learn nursery rhymes and develop friendships during their visits to the local library. Children meet their friends during regular trips to the park. These outings help them learn to manage risks such as climbing on play equipment and crossing roads safely. They get plenty of fresh air and heart raising exercise. Children report they love to feed the ducks and climb trees on their trips out with the childminder. They eagerly ask her each morning which outings are planned for the day.

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

- Children have many opportunities to develop their understanding of the natural world. For example, they plant tomatoes and carrots then learn how their food grows before tasting it.
- The childminder knows children and families well. She makes assessments of what children know and can do. The childminder has clear plans to support children and shares these with parents. All children make good progress with learning and development.
- Overall, the childminder is a good communicator and encourages conversations with children. The childminder points to pictures and items to introduce vocabulary as children play. However, sometimes the childminder asks lots of questions and does not give the children sufficient time to reflect, respond and share their thoughts. At times, this means communication is not developed to the highest levels.
- Children learn about which foods are healthy to eat. Older children colour in pictures of healthy food and discuss these as they stick them onto a plate. Children discuss how to keep their teeth clean with the childminder and they enjoy a wide range of healthy snacks. The childminder encourages independence and choice. For example, children choose fruit from the bowl and peel it independently.
- The childminder introduces early mathematical language as children play and learn. For instance, younger children learn to post shapes into a box while the

childminder identifies which shapes they are. Older children can count confidently and use a range of words to describe the size of materials. Children chop and roll play dough, line it up in size order and create many different shapes during their imaginative play.

- The childminder plans experiences which celebrate the culture and festivals of the children she supports. For example, children have visited a local castle and learned about the royal family and soldiers. However, the childminder has not fully developed programmes and resources which help children learn about cultures and people different to themselves. This means their understanding of diversity is not developed to the highest levels.
- Parents report their children thrive in the childminder's care. They describe how the childminder provides an environment where children feel safe, secure and have lots of fun. Parents appreciate how the childminder adapts her routines to meet the changing needs of their children as they grow and develop.
- Older children thoroughly enjoy creating gifts for Mother's Day. They concentrate for a long time and carefully put stickers onto a plant pot. This helps develop the small muscles in their hands. Children discuss the daffodil bulbs they will plant in the pot.
- The childminder has a good understanding of the 'Statutory framework for the early years foundation stage' requirements. She receives regular updates from her local authority when there are changes to legislation. The childminder uses a range of training, documentaries, and online forums to keep her knowledge up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands reporting requirements if she has concerns a child is at risk. She confidently summarises many indicators that children may be at risk. The childminder recently developed her understanding about current safeguarding issues. For example, the signs when a child may be at risk of being groomed and exploited. The childminder keeps detailed attendance records and follows up any non-attendance to make sure children are safe. The childminder teaches children to stay safe in the community and develops their understanding of managing small risks. For example, staying safe by the water as they feed the ducks.

What does the setting need to do to improve?

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

- give children lots of time to share their thoughts and respond to questions, to help them develop their communication skills to the highest levels
- develop planning and resources even further to help children learn about similarities and differences between themselves and others.

Setting details

Unique reference number	EY292158
Local authority	Windsor and Maidenhead
Inspection number	10263537
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	1 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	4 May 2017

Information about this early years setting

The childminder registered in 2004. She lives in Maidenhead, Berkshire. She operates Monday to Thursday from 8am to 5pm all year round. The childminder receives funding for the provision of free early education for children age 3 and 4.

Information about this inspection

Inspector

Charlotte Foster

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector assessed the childminder's understanding of keeping children safe.
- Children spoke to the inspector about what they enjoy doing while with the childminder.

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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