

Childminder report

Inspection date:

9 February 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish through the nurturing and loving relationships they form with this highly skilled and immensely dedicated childminder. They enjoy being together with their friends and demonstrate how settled and secure they are in her incredibly inviting home. Children have a wonderful time pretending to cast spells and making magic during a make-believe tea party. They giggle and squeal with delight as they hide and chase each other while pretending to be the tigers and dragons they have learned about during Chinese New Year. The childminder joins in with enormous enthusiasm. Children fully immerse themselves in imaginary play and the childminder actively encourages their creativity.

Children's behaviour is exemplary. They are remarkably well mannered and extremely considerate. Younger children select cuddly toys to give to each of their friends as they play together. Older children demonstrate their ability to negotiate and find solutions to sharing resources. The childminder's ability to promote and support positive behaviour is inspirational.

Children benefit from an exciting and ambitious curriculum. The childminder expertly plans this to ensure they have the knowledge and skills they need to make excellent progress. She skilfully ensures that children embed and remember what they have learned. Children recall what they know about a kiwi. They clearly explain that a kiwi is a green fruit and also a bird from New Zealand. Children are developing an impressive knowledge of the world around them through the detailed and diverse experiences the childminder offers.

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

- The childminder expertly uses snack time to introduce and build on important skills. Children taste new foods that relate to the Chinese New Year festival they have been learning about. They develop their hand-to-eye coordination as they concentrate intently on using chopsticks. They learn and use new vocabulary, such as 'Teriyaki' and 'Hoisin', as they discuss the sauces they try. The childminder supports children to accurately count the prawn crackers. She ensures they have a clear understanding of quantity and are developing their mathematical language. The childminder seizes every opportunity to ensure teaching is meaningful and purposeful in order to give all children the best possible outcomes.
- Children develop a love for books and reading. Throughout the day, they choose books to look at independently. Children excitedly share and discuss pictures with their friends. The childminder captivates the children as she shares a book of poems. She uses props to enhance the experience and ensures she takes the time needed to explain new vocabulary and concepts.

- The childminder teaches children to have a sophisticated understanding of emotions. Toddlers talk about the facial expressions on toy animals. They describe the baby animal as 'crying because he wants milk' and another being 'brave when he is hurt'. The childminder takes time to hold conversations about the emotions children express and describe. They are exceptionally well prepared to communicate their needs and feelings to others.
- During periods of closure, due to the COVID 19 pandemic, the childminder ensured she kept in close contact with all the children she cared for. She thought up exciting and interesting ways to engage the children by creating scenes with toys outside her home. Children could walk past and view these or share the pictures with their families to encourage conversation. The close contact the childminder kept with children was highly effective in supporting their smooth transitions when returning back to her setting.
- The childminder continuously evaluates and adapts her provision to make improvements. She explains how she has changed her daily routines to ensure children learn from the experience of going on walks and outdoor trips to the river, woods and memorial gardens. The childminder ensures she reads and researches around any new areas of the curriculum she plans to teach. This ensures her own knowledge is accurate and detailed. She describes how her recent research has enhanced her teaching about the seasons. For example, children have been learning the names given to the full moon each month.
- Parents express tremendous praise for the childminder. They are kept extremely well informed of their children's progress and development. Parents feel highly supported to help their children continue their learning at home. The childminder goes above and beyond to ensure she finds out about the families of the children she cares for. This enables her to best support and understand their individual needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has excellent safeguarding and child protection knowledge. She has a secure knowledge of local multi-agency safeguarding arrangements and of the procedures to follow should an allegation be made against herself or a member of her household. She is confident in being able to recognise the signs and symptoms of abuse and to take the appropriate action to keep children safe from harm. The childminder carries out robust and regular risk assessments to ensure that her home is safe for children. She teaches children to manage their own risk when climbing trees or using play equipment. Children learn about road safety and how to keep themselves safe from harm.

Setting details

Unique reference number	EY292923
Local authority	Windsor and Maidenhead
Inspection number	10137053
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	4
Date of previous inspection	21 July 2015

Information about this early years setting

The childminder registered in 2004. She lives in Maidenhead, Berkshire. The childminder works Monday to Thursday throughout the year. She has a relevant qualification at level 3. She provides free early education funding for children aged three and four years old.

Information about this inspection

Inspector

Alice M Roberts

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder discussed her curriculum with the inspector and the impact it had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation, on request.
- The inspector observed the interactions between the childminder and children and assessed the impact that this was having on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

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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