

Childminder report

Inspection date: 27 July 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 are happy, and they enjoy exploring the activities on offer at the childminder's home-from-home environment. For example, children enjoy pouring water in the role play kitchen and pretending to serve drinks to their friends. The childminder skilfully uses children's interests to help them engage in learning. For instance, she offers children their favourite cars and trucks as they arrive. This helps children to settle quickly and feel safe and secure.

The childminder has high expectations of children's behaviour. For example, when children struggle to take turns, she gently reminds them that 'sharing is caring'. Children behave well and have good manners. For instance, they consistently say 'thank you' to the childminder when she helps them. Children have the skills they need to build respectful relationships with others.

Children have good communication and language skills. The childminder helps children to learn a wide vocabulary by introducing new words, such as 'slither' and 'scorpion', in their play. Children have the knowledge they need to articulate what they already know. For example, they happily chat back and forth to others about their recent visit to a theme park with their grandparents.

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

- The childminder identifies what she wants children to learn and uses their interests to plan how best to deliver this learning. She uses play-based opportunities to extend children's learning. For example, the childminder excitedly talks to children about 'making ice cream'. Children excitedly discuss how they might need help with the mixer as it is 'dangerous'. Children explore new ideas and build on their previous knowledge.
- Opportunities for children to be independent are plentiful. The childminder enthusiastically encourages children to practise these skills in everyday routines. For instance, she happily supports children to use the potty and praises them when they do so. Furthermore, children know how to independently wash their own hands before mealtimes. Children are increasingly independent in managing their own needs.
- The childminder understands the importance of sharing good practice. She regularly networks with other local childminders to support children's next steps in learning. For instance, she visits other childminders' houses so that children have the opportunity to learn the wider social skills they need. This helps children to build on their personal and social development.
- The childminder regularly self-evaluates her provision. This ensures that children have the meaningful experiences they need for their development. For example, she has focused on improving her garden to ensure that children have even

more opportunities to play outside. However, the childminder does not focus well enough on her own professional development. This means that, at times, she does not give children enough time to answer questions, and instead, she answers for them. This does not support children's critical thinking in play effectively.

- Children have positive attitudes to play and learning. For instance, they jump with joy as they begin to colour in fabric bags. They happily focus for a long period of time to create their unique picture. Children have a love of learning and enjoy new activities.
- The childminder knows the children well, and they share close bonds. She uses this knowledge to support children's individual learning needs. For example, the childminder recognises when some children need support as visitors enter the room. She gently reassures them and sits close by to support their emotional development. However, the childminder does not consistently liaise with other settings that children attend. This does not help her to support effectively children's continuity of care and learning to its fullest.
- The childminder builds positive parent partnerships. Parents appreciate the detailed daily verbal feedback that they receive about their children's learning and development. They say that the childminder offers a 'loving' and 'reassuring' environment. This helps parents to feel confident to share information with the childminder. The trusting relationships between the childminder and the parents mean that information is shared well between them, which helps to support the children's next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training to keep her knowledge up to date. She knows how to spot signs and symptoms if a child is at risk of harm, such as neglect. The childminder knows where to report if she has concerns about a child's welfare. She knows the procedures to follow if she receives an allegation about herself or any household members. She carries out thorough risk assessments. For example, on outings, she promotes road safety with children and teaches them how to cross the road safely. This helps children to learn how to keep themselves safe.

What does the setting need to do to improve?

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

- focus on professional development to improve teaching skills to further support children's thinking in play
- strengthen relationships with other settings children attend to provide continuity of care and learning.

Setting details

Unique reference number	EY303615
Local authority	Windsor and Maidenhead
Inspection number	10301607
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	17 January 2018

Information about this early years setting

The childminder registered in 2005 and lives in Windsor, Berkshire. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a level 2 qualification.

Information about this inspection

Inspector

Mandy Cooper

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 and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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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