

Childminder report

Inspection date: 12 February 2020

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

The provision is good

The childminder thoughtfully organises her home to provide a welcoming and safe learning environment, focused on the interests and needs of individual children. Children are motivated and challenged by activities that build on previous learning. They are eager to try new things and develop positive attitudes to learning. The childminder shares her love of music and the French language, helping children to develop an interest in different cultures and practices. Children eagerly join in with rhymes and move in time to music. During activities, the childminder incorporates counting songs and rhymes to good effect. This helps children to develop a love of numbers in an enjoyable way.

Children have lots of fun and show positive attitudes to learning. For example, they laugh with the childminder as they sing a favourite rhyme which uses a large sheet that they pull over their heads and pretend to hide under. The childminder expertly enables all children to take part, including young babies. Children receive warmth, care and attention from the childminder. This helps them to feel safe and secure.

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

- The childminder makes effective use of tools to help her evaluate her practice and the learning environment. For instance, she evaluates equipment and resources to ensure that they are safe and suitable for use. The childminder engages with other professionals and has established a good rapport with parents. Methods used to evaluate her provision help her to identify her training needs and ensure her knowledge and skills remain current.
- The childminder plans activities and experiences to build on children's curiosity and sensory experiences in their play. For example, children explore different textures, such as 'sticky' glue and 'prickly' spaghetti. However, in her enthusiasm to help children learn, the childminder does not always recognise the opportunities to fully encourage children to think and respond with their own suggestions and views.
- The childminder teaches children to become increasingly independent and manage their personal care needs well. For example, she reminds children to put their hands over their mouths when they cough and helps them to wipe their runny noses. Children know to wash their hands, demonstrating good hygiene practice and helping to minimise cross infection. Younger children are learning to feed themselves at mealtimes under the childminder's gentle guidance and encouragement.
- Children are well prepared for their next stage of learning and starting school. For example, the childminder ensures they have access to, and play with, toys that positively reflect the wider community, and they take part in celebrating different festivals. Children learn to be polite and to say 'please' and 'thank you'.

This helps them develop respect for other people. Children also enjoy the range of activities that take place away from the childminder's home, such as trips to the childminder's allotment, park, the woods, children's centre and the library.

- The childminder supports children in learning about how to moderate their own behaviour. She nurtures children's emotional well-being and helps them to understand how they feel and to learn about their emotions.
- The childminder has strong and effective partnerships with parents and with other settings that children attend. This provides children with a joined-up approach towards the next steps for their future learning. Children make good progress from their starting points. However, children's starting points are not as carefully considered with parents as they could be.
- The childminder has worked well towards the recommendation from her last inspection. For example, she provides a range of mark-making resources in her well-resourced garden. Also, inside, children are encouraged from a very young age to attempt to write their names and identify letters. They have great fun as, with the childminder, they draw circles and lines to represent images of their family.

Safeguarding

The arrangements for safeguarding are effective.

The childminder refreshes her knowledge of safeguarding regularly. This helps her to keep up to date with any changes. For example, she completes online training regarding safeguarding and wider child protection issues. The childminder is clear of her responsibility to keep children safe. She has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. She knows what to do if she has any concerns. The childminder makes good use of risk assessment to help keep children safe. For example, she practises emergency procedures and completes daily assessments to help minimise risks.

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 time to follow their own ideas and develop their thinking
- develop processes to identify children's starting points to include parents more fully.

Setting details

Unique reference number	EY305955
Local authority	Windsor and Maidenhead
Inspection number	10108602
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 June 2015

Information about this early years setting

The childminder registered in 2005. She lives in Maidenhead, Berkshire. The childminder operates from 7.30am until 6pm, Monday to Friday, for most of the year. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Chris Lamey

Inspection activities

- The inspector observed interactions between the childminder and children, indoors and outdoors.
- The inspector discussed and sampled the childminder's policies and procedures, children's development records and a range of statutory documentation.
- The inspector discussed the childminder's processes for safeguarding children and how she evaluates her practice.
- The inspector took into account the views of parents and children.
- The inspector viewed areas of the setting used for childminding, indoors and outdoors.

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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