

Childminder report

Inspection date: 6 March 2024

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

The childminder is extremely kind, caring and attentive towards children's individual needs. She places a high priority on getting to know children and their families when they start and closely mirrors children's routines at home. This helps children to settle quickly into the childminder's care and to feel safe and secure in her home. The childminder exudes warmth and respect in her interactions with children. As a result, the children she provides care for form close attachments with her, and she readily responds when they need cuddles or reassurance.

The childminder provides a stimulating environment for children to play and learn in, which is strongly influenced by children's current interests. Babies concentrate intently as they fit brightly coloured balls into slots and watch them zigzag and roll through tunnels in a ball run. The childminder encourages young children to persevere as they develop their fine motor skills with interactive puzzles. For example, she sits back and provides skilful guidance to help them work out how to push poppers together on a puzzle board. Children delight in their achievements and in the childminder's praise.

Babies and young children receive consistently clear messages to help them learn expectations for behaviour. The childminder encourages children to be kind to each other, to take turns and share toys. She uses age-appropriate language to help them to understand the impact some behaviours could have on their friends.

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

- The childminder supports children's communication and language development very well. She interacts with children constantly as she plays alongside them and during care routines, such as nappy changes and mealtimes. She models language well and introduces a wide range of vocabulary, encouraging babies to repeat words of farm animals as they play with a toy farm. Young children make strong progress in their speech development. They speak in sentences and confidently express themselves in response to the questions the childminder asks of them.
- Children benefit from regular outings in the local area as well as outdoor play in the childminder's garden. This helps children to gain an understanding of the world around them and supports their physical development. For example, they take walks in local parks and fields, where they see and talk about the local wildlife and farm animals. They access a range of resources in the garden to support their physical development, such as bats and balls, climbing equipment and ride-on toys.
- The experienced childminder demonstrates a good knowledge of how to support children's ongoing development. She monitors their progress and achievements

closely and is clear about what they need to learn next in order to move on to the next stage in their learning. However, the childminder does not always use this knowledge precisely enough when planning activities, to support these learning intentions and ensure that children receive consistently high levels of challenge.

- Children play in a safe and secure environment. The childminder supervises children constantly as they explore the environment and when they are eating. She regularly monitors babies while they sleep and adheres to safe sleeping guidelines. Children learn to help keep themselves and each other safe. For example, the childminder provides clear and consistent reminders about why they should not climb on furniture and toys.
- Partnerships with parents are very strong. The childminder provides parents with regular feedback about their child's development. She provides support and guidance to help parents support their children in meeting developmental milestones. Parents commend the childminder's nurturing and caring approach. They feel that their children make good progress in their learning. They particularly commend the progress their children make in their speech development.
- Children enjoy having access to a wide range of books, toys and resources. However, the childminder does not always organise the environment to provide children with consistent opportunities to engage in meaningful learning. At times, the environment becomes cluttered with toys, which occasionally impacts on how well children can concentrate and focus. As a result, at times, children flit between activities and become distracted.
- The childminder demonstrates a good understanding of how to support young children's growing independence skills. Young children practise putting on their own coats and outdoor shoes before they play outside. The childminder generally encourages young children to manage their self-care needs, such as blowing their noses. She supports children and provides advice to parents to support their children when they are ready to potty train. This all helps to prepare children in readiness for school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- focus more precisely on what children need to learn next when planning learning opportunities, to ensure that children receive greater levels of challenge and

make even higher rates of progress in their learning

- review the organisation of the learning environment to ensure that play areas do not become cluttered and to provide more opportunities for children to consistently engage in meaningful learning.

Setting details

Unique reference number	EY319964
Local authority	Windsor and Maidenhead
Inspection number	10311783
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	0 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 April 2018

Information about this early years setting

The childminder registered in 2005 and lives in Maidenhead, Berkshire. She operates for most of the year from 8.30am to 5.30pm, Monday to Thursday.

Information about this inspection

Inspector

Carla 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views of the setting in writing, which the inspector took account of.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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