

Childminder report

Inspection date: 17 January 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 have a wonderful time in the care of the gentle and caring childminder. They signify the secure and warm bond they have with her as they cuddle up close during story time. The childminder listens and responds intently to the children. They relish the praise and the encouragement that they continually receive from her, which recognises their efforts and achievements. This positively contributes to their development of self-esteem and emotional well-being.

The childminder engages children in thoughtful conversations about topics they are interested in, such as naming different dinosaurs and animals. She fully understands that children learn best when their individual needs and interests are met. The childminder skilfully extends their knowledge and plans her curriculum with the children's interests in mind.

Children have a positive attitude to learning and develop their early mathematics skills well. They engage in mathematical activities regularly, such as learning about different shapes and sizes. For instance, the childminder weaves mathematical questions into activities and prompts children to compare the sizes of different animals.

Children feel happy and safe in the care of the kind childminder and demonstrate a strong sense of belonging and self-confidence. The childminder has high expectations of children's behaviour. This helps them to behave well and learn to treat others with kindness and respect. Children learn good manners from an early age. For instance, the childminder reminds children to say 'please' and 'thank you', and at times 'sorry'.

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

- The childminder supports children's communication and language very well. She helps children to develop a love for books and engages them in stories by introducing new words. Children enjoy meaningful conversations with the childminder. For example, during an activity where the children learn about the arctic, its climate and animals, she incorporates words such as 'penguin' and explains that walking in snow sounds 'crunchy'. Children show high levels of engagement and curiosity and learn to use correct vocabulary. This helps them to understand the meaning of new words, further enhancing their speech and language development effectively.
- The childminder provides fun and age-appropriate opportunities to promote diversity and differences. For example, children learn about Chinese New Year as they taste Chinese food and learn to eat with chopsticks. This supports their understanding of cultural differences and traditions well.

- The childminder underpins children's individual learning and development to a high standard. She supports children who speak English as an additional language. For example, the childminder has learned some words in the languages that children sometimes hear at home. Furthermore, she celebrates festivals of their heritage, such as Mother's Day in Poland. This promotes inclusion and an enriching learning environment for all children. As a result children thrive, feel welcome and have a strong sense of connection with the childminder.
- Children benefit from healthy meals provided for them by the childminder. She talks to them about the healthy foods they are eating. To extend their knowledge further, the childminder takes them to her allotment where they plant fruit and vegetables and learn how these grow. Children gain a good understanding of how to nourish their growing bodies and the natural world they live in.
- The childminder promotes children's independence skills from an early age. For instance, they independently access the 'tissue station' to wipe their nose. Children understand the need to wash their hands regularly to prevent the spread of germs.
- Children enjoy a variety of outings within their local community and are physically active. They visit parks and playgrounds, attend social groups, go on forest walks and visit local shops. Children see different people and places and make meaningful connections with others. This helps them to develop an understanding of the world they are growing up in, which further benefits their personal development.
- Partnerships with parents are strong. Parents comment that they feel their children have made good progress and that they feel extremely happy and safe in the childminder's care. The childminder works in collaboration with parents to support their children's personal development at home. For example, she works with parents when children are ready to be toilet trained.
- Although the childminder attends mandatory training, such as first aid and safeguarding, she is yet to establish a targeted programme of professional development, to consistently improve her good knowledge and skills to the very highest standard.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust safeguarding and child protection knowledge. She confidently understands her responsibilities to help keep children safe. The childminder undertakes mandatory training to help keep her safeguarding knowledge up to date. Her understanding of signs and symptoms of abuse, including radical and extreme views or behaviours, is strong. The childminder ensures that she is fully aware of the work of the local safeguarding children partnerships. There are clear and concise procedures for the childminder to follow if she has concerns about children's welfare. The childminder risk assesses her home and outings to her allotment regularly.

What does the setting need to do to improve?

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

- make further use of professional development opportunities to improve knowledge and skills to the very highest standard.

Setting details

Unique reference number	EY333612
Local authority	Windsor and Maidenhead
Inspection number	10263277
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	26 April 2017

Information about this early years setting

The childminder registered in 2006. She lives in the Dedworth area of Windsor in Berkshire. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Katharina Hill

Inspection activities

- This was the first routine inspection the provider 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 inspector observed the implementation of the curriculum during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.
- The inspector considered the written views of parents provided on the day of 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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