

Childminder report

Inspection date: 27 March 2025

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

The provision is good

The childminder has made significant improvements since her last inspection. She has successfully reviewed her provision to ensure she is meeting the needs of the children who attend. The childminder knows the children well, and they show affection towards her. She gathers information about children when they first start and uses this to plan around children's likes and dislikes. As a result, children make good progress and show they feel safe and secure.

The childminder has high expectations for children's behaviour and development. Children show that they know and understand the routine and what is expected of them. The childminder helps children to understand how to share and take turns. Children show that they are beginning to understand the feelings of others and with support from the childminder find solutions to conflicts should they arise.

The childminder ensures that children have ample opportunities to be outdoors in the fresh air. Regular outings to playgroups, parks and soft play support children to build and develop their physical skills as they explore a range of equipment. The childminder supports children that are newly walking. She provides resources for them to hold onto as they manoeuvre around the available spaces.

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

- Since the previous inspection the childminder has completed a range of training that has positively impacted her knowledge and practice. She has evaluated her provision to ensure that children are safe, and their learning needs are met. For example, the childminder completed training to improve her interactions with children and to support their language development. This has strengthened the quality of interactions and ensures the children's individual language needs are met.
- The childminder has made significant improvements to her curriculum. She has enhanced her understanding of supporting children's learning and development and reviewed how she gathers and uses information to inform her planning. She provides children with a range of equipment and resources linked to their likes and interests. However, at times, the childminder is not always clear about the intent of activities and what she would like children to gain. As such, their learning is not always extended to the highest level.
- Children's communication and language is supported well. The childminder interacts with the children and talks to them about what they are doing, encouraging them to repeat words. She provides children with regular singing and story times. The childminder recognises opportunities to introduce children to new words as they play or when reading books.
- Children begin to develop an understanding of simple mathematical concepts.

The childminder incorporates counting and sorting into children's activities. For example, as children walk up steps, the childminder counts each one with them. During a planned activity, children are encouraged to match coloured balls with the corresponding buckets.

- The childminder provides children with a mix of adult-led and child-led activities. She uses information about children's likes and interests to encourage them to engage with focus activities. However, at times, children move quickly from one activity to another. This means that children do not build on essential skills to develop their concentration.
- The childminder promotes children's independence well. She encourages children to make choices for themselves. When going outside, children try to put their shoes and coats on independently. The childminder offers support and verbal guidance if required. Children show that they understand how to keep their environment safe as they happily tidy away when they have finished playing.
- The childminder has introduced communication books to ensure that parents are kept up to date with their children's daily activities and learning. She offers ideas of activities parents can do at home with the children to support their learning further. Parents report their children are happy to attend and enjoy the range of activities and outings the childminder provides.
- The childminder has updated her safeguarding knowledge. This includes wider aspects of safeguarding that affect the local and surrounding communities. She has reviewed risk assessments and evaluated resources to ensure these are appropriate for the age of the children using them.

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:

- plan the curriculum even more effectively and consider closely the intent and impact of activities on children's learning
- further strengthen reflective practice to identify what improvements will have the greatest impact on children's involvement and concentration.

Setting details

Unique reference number	EY378146
Local authority	Windsor and Maidenhead
Inspection number	10382936
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	5 December 2024

Information about this early years setting

The childminder registered in 2008 and lives in Maidenhead, Berkshire. She works Tuesday to Thursday, each weekday, from 8am to 4.30pm, for most of the year. The childminder holds a relevant childcare qualification at level 3. She provides government funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector
Nicky Butler

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- 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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