

Childminder report

Inspection date: 16 January 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder creates a homely and welcoming environment. She develops strong and trusting relationships with children. This makes children feel safe and secure. Children have developed strong attachments to the childminder, who has high expectations for all children. Older children are confident to talk to adults and share their experiences with them. The childminder and any assistants with whom the childminder works, carefully and sensitively encourage quieter and younger children to develop their confidence to have a voice and contribute. This demonstrates children feel safe and secure.

The childminder takes children on regular visits in the community, including play groups, the local farm, the zoo and other places of interest. The childminder plans and delivers a curriculum which is tailored to the needs and interests of the children she looks after. She provides children with unique and exciting resources to develop their growing curiosity and sensory experiences. Children learn about animals who live in icy climates such as penguins and polar bears. They investigate foam, ice and cotton wool commenting in the different textures. These visits and activities support children's social development as well as their understanding of the world around them.

The childminder and consistently creates numerous opportunities for children to develop their independence. For example, they help to tidy away toys and learn to use utensils at lunch time. Children build a strong sense of self and an understanding of what they can achieve on their own.

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

- The childminder has a clear and ambitious vision for the setting. She is reflective and has successfully identified and developed areas for improvement since the last inspection. She recognises the importance of continuous professional development for herself and her assistant. She has attended training and researched learning relevant to the improvements identified. This has enabled her to ensure children's safety and support children's specific learning needs appropriately.
- Overall, children demonstrate positive attitudes towards their learning. They engage in the activities on offer and focus well. However, at times, the childminder does not always promote children's independent thinking skills and tends to answer questions for them. This does not fully encourage children to become resilient problem-solvers.
- The childminder actively promotes good oral hygiene. She provides children with toothbrushes in role play and incorporates fun activities for children to learn that going to the dentist is a positive experience. The childminder uses songs to

reinforce to children how to brush their teeth. She also shares leaflets and information with parents about toothbrushing and visiting the dentist to support consistent oral hygiene practices at home.

- The childminder incorporates mathematical learning throughout activities. This includes helping children to name shapes, count and sort objects according to their colour. The childminder makes good use of opportunities that arise in books and songs and activities to support children's mathematical knowledge. Children count the number of penguins in the pretend snow and compare who has the most
- Prior to children attending, the childminder meets parents and children in her home. This helps children to get to know the childminder in a comfortable environment, promoting their well-being. When children first start attending, the childminder gathers information from parents to help her identify what children already know and can do. This helps complement her own observations and to help plan for children's learning precisely on entry.
- The childminder knows the children well. She observes children's play to support their understanding of their interests. She uses this information to provide a broad and interesting curriculum that builds on what children already know and can do. For instance she uses children's enjoyment of songs and interest of stories to develop their language and promote a love of reading.
- The partnership with parents and carers is strong. Parents praise the care and support the childminder provides. They note that her reassuring and kind nature makes them feel at ease leaving their children in their care. The childminder shares key information with parents, as well as keeping them updated about their children's care, learning and development. This helps children experience continuity in their care and learning.

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:

- develop further the opportunities to promote children's independent thinking skills.

Setting details

Unique reference number	EY381203
Local authority	Windsor and Maidenhead
Inspection number	10341074
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 4
Total number of places	12
Number of children on roll	8
Date of previous inspection	13 March 2024

Information about this early years setting

The childminder registered in 2009 and lives in Maidenhead, Berkshire. She operates during school term times, from 7.30am to 5.30pm, Monday to Thursday. The childminder holds a relevant level 3 qualification in early years and works with an assistant. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Chris Lamey

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures children are safe and resources are suitable.
- The childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for the early years curriculum.
- The childminder spoke to the inspector about children's learning and development and how she plans and deliver a suitable curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their written views of the setting with the inspector.

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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