

Childminder report

Inspection date: 11 June 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children thrive in the nurturing environment created by this kind-natured childminder. Her passion is clearly evident and she takes delight in offering children a high standard of care and meaningful learning experiences. Children show great confidence and independence as they explore activities on their own, with peers and alongside the childminder. They demonstrate trusting relationships and strong emotional security, when seeking comfort and reassurance.

The childminder is well informed of children's needs and interests. She uses this knowledge thoughtfully to support children's emotional well-being and engagement. Children feel safe, valued and motivated to learn. They eagerly interact with visitors, proudly share their play and confidently talk about what they are doing. This illustrates children's growing social skills and assertiveness.

The childminder sets clear expectations and promotes respectful behaviour. Children learn to treat others with kindness and consideration. The childminder's calm and consistent approach helps children to manage their behaviour appropriately. Through purposeful and well-planned opportunities across the curriculum, children develop into well-rounded individuals, who are well prepared for their next stage in education.

The childminder skilfully supports children's growing self-assurance by encouraging them to take responsibility for age-appropriate tasks. For example, children happily tidy away their toys and take ownership of setting up the outdoor seating area. These experiences successfully build their sense of belonging.

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

- The childminder delivers a child-centred curriculum, tailored to children's unique personalities and interests. She offers engaging experiences that capture children's attention and sustain their focus. For example, when children spot butterflies outdoors, the childminder connects their observations to previous learning by referring to the story, 'The Very Hungry Caterpillar', reinforcing and building on what they already know.
- Outdoor learning is a particular strength of the setting. Children delight in being physically active in the fresh air and often take the lead in devising their own imaginative games. Daily outings to local parks and community venues offer opportunities to socialise with other children, encourage natural curiosity and further broaden their experiences.
- Communication and language development is well supported. The childminder engages children in rich conversations to extend their vocabulary. When children discover a stag beetle in the garden, for instance, she introduces descriptive

language and scientific facts in an accessible and engaging way. Children initiate conversations, knowing their contributions are valued.

- Overall, teaching is a strength. The childminder uses a range of strategies to support learning, such as modelling, narrating and prompting. Her inclusive approach ensures all children feel involved. However, there are times when the childminder's interactions are not always intentionally focused on extending children's thinking and problem-solving skills. For instance, during a painting activity, the childminder does not consistently provide additional challenge to children who already know the colours produced from mixing primary colours together. In this way, children's learning is not always maximised.
- The childminder fosters a respectful and inclusive ethos, where children begin to develop an appreciation of diversity. They are introduced to different cultures through a range of multicultural books, dolls and occasional celebrations. However, opportunities for children to share and explore their own and others' backgrounds, family traditions and ways of life, are not yet fully embedded. Consequently, children miss out on opportunities to compare and meaningfully reflect on similarities and differences between different communities.
- Children are developing good hygiene habits. The childminder explains why certain routines are important. From the outset, children learn to wash their hands after outdoor play and before meals. Children learn to manage their self-care, such as wiping own noses and disposing of tissues appropriately. Nappy changing routines are conducted respectfully, with the childminder maintaining children's dignity and privacy at all times.
- Partnerships with parents are a notable strength. Communication is open, regular and effective. Parents feel well informed about their children's progress and next steps. They highly value the childminder's support, especially the way she helps them to mirror routines and strategies at home. This consistency enhances children's learning and development. Parents express appreciation and highlight their children's confidence and well-being has grown incredibly.

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:

- sharpen focus on interactions to consistently challenge children's thinking and extend their problem-solving skills
- enhance opportunities for children to explore and celebrate their own and others' backgrounds, traditions and cultures.

Setting details

Unique reference number	EY392034
Local authority	Windsor and Maidenhead
Inspection number	10398384
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 October 2019

Information about this early years setting

The childminder registered in 2009. She lives in Eton, Berkshire. The childminder works Monday to Thursday from 8am to 6pm, all year round. She is eligible to receive funding to provide free early education for children aged nine months to four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- 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.
- Children spoke with the inspector during the inspection
- 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 childminder and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- 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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