

Childminder report

Inspection date:

12 October 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children smile and beam with joy when the childminder collects them from school. They enjoy talking to visitors about what they like, such as the football teams they support and the birthday parties they have had. Children are extremely confident and articulate what they know and can do with ease. They enjoy the childminder's language-rich environment, and their communication and language skills are strong. For example, children confidently share their ideas as they play mummies and daddies together. They have the skills they need for their next stage of development.

The childminder has high expectations for children's behaviour. For example, children talk about not using chemicals to wipe the table as it is part of the 'childminder's rules'. They know how to keep themselves safe and understand why behaviour rules are in place.

Children have a good understanding of healthy choices about food. For example, they excitedly chat at snack time about carrots and rice cakes to see which one is healthier. To support this the childminder is passionate about providing daily home-cooked meals for all children. Children have the knowledge they need to lead healthy lifestyles.

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

- The way the childminder supports children's character is exemplary. For example, when children struggle to share their feelings, the childminder talks one-on-one with them to encourage them to share their thoughts. Children are beginning to understand the language of feelings and what makes them unique.
- The childminder has clear routines in place that promote children to do things for themselves. For example, as they enter the childminder's home, children eagerly put away their school belongings and know where everything needs to go. This helps children to develop the independence skills they need for future learning.
- The childminder ensures that children understand the importance of having good hygiene practices. For example, they know to wash their hands as they enter her home and before they have dinner. Children are increasingly independent in managing their own needs.
- Children are highly motivated and eager to join in, share and cooperate with others. For example, they run to help each other to put on their shoes to go and play football outside. Children build lovely friendships and have strong social skills.
- The childminder has positive and respectful relationships with children. They

respond well to the childminder when she speaks to them. For example, when children's voices are loud, she kindly asks them to reduce the noise, so that others can finish their homework. Children are beginning to manage their behaviours and understand how these have an impact on others.

- The childminder builds close relationships with the schools that the children attend. She talks to them about how best to support children if they may need it. For example, the childminder works with the school teachers to support those children who struggle and miss their parents. Children have the individual care they need to meet their needs.
- The childminder takes every opportunity to engage with children. For example, she takes the time while walking home from school or eating at the table to talk with children about their experiences and ideas. As a result, the childminder knows the children well and they have nurturing relationships.
- The childminder has good partnerships with parents. She shares daily verbal feedback with parents about the children's day at school and what they have been doing with her. The parents say the childminder offers a home-from-home environment. They appreciate the support the childminder gives with children's homework and love the meals she provides for their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her knowledge up to date and she knows how to identify signs and symptoms of safeguarding concerns. For example, she knows how to spot signs of children who may be at risk of neglect. The childminder knows how to follow appropriate procedures to refer any concerns about harm she has regarding children in her care. She undertakes thorough risk assessments and teaches children about risks. For example, she talks to the children about the safe crossing of roads and ensures they hold hands on the way home from school. This minimises the risk to children and keeps them safe from harm.

Setting details

Unique reference number	EY401456
Local authority	Windsor and Maidenhead
Inspection number	10228517
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	4 to 5
Total number of places	5
Number of children on roll	5
Date of previous inspection	23 February 2017

Information about this early years setting

The childminder registered in 2009. She lives in Maidenhead, Berkshire. She provides care all year round from 7.30am to 6pm on Monday to Thursday. She holds a relevant level 3 qualification.

Information about this inspection

Inspector

Mandy Cooper

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 viewed the provision and discussed the safety and suitability of the premises.
- Children told the inspector about their friends and what they like to do when they are at the childminder's.
- The inspector gathered parents' feedback during the inspection and took account of their views.

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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