

Childminder report

Inspection date: 5 March 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Met

What is it like to attend this early years setting?

The provision is outstanding

Children enter a highly stimulating environment and receive excellent care and learning experiences. The childminder is highly committed to ensuring she meets children's individual needs. She targets her training and learning specifically to support her in doing this. Children flourish in the childminder's care and behave extremely well. Their interests are expertly used to build on what they know and can do. Children receive continual challenge as the childminder has high expectations of what children can achieve given the opportunity. Children are responsive to other people's feelings and show great respect for the childminder, other children and the resources they use. They eagerly share and take turns, for example when making pictures for each other and when they create their 'soft toy' picnic. Children take time to make sure that all of their toys are 'sitting comfortably' and have their own plates and cups. They then move these toys so they can also 'see' and enjoy the storybook while children listen to a story.

Children's individual emotional needs are extremely well identified and met. Children are extremely settled and at ease in the childminder's company. They confidently lead their own play. The childminder uses her excellent teaching practice to interact with them, and challenge and extend on what children know and can do. For example, while children play with trains, they receive encouragement to seek out the different numbers on the carriages and identify what number comes before and after the one they have found. They discuss the different colours and the sizes of the carriages, and then problem-solve how they can read the tiny digits on the trains' sides. Once children find a magnifying glass, they eagerly use it to search on the train and the other resources around them.

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

- The childminder places a strong emphasis on maintaining a high-quality provision. She is dedicated to keeping her practice, knowledge and awareness of how to challenge children up to date. The childminder regularly reflects on her practice. She uses these reflections to target training, research and resources that specifically help her enhance her skills and create the best possible opportunities for children's ongoing learning.
- The childminder is exceptionally good at identifying what children need. She reflects on how she can provide this for them and then ensures that she has got the best skills to achieve this. She has an excellent understanding of each child's character and knows how to get the best out of them. For example, after completing a session around improving children's learning through play, she now makes greater use of all children's spontaneous and self-led play to extend their all-round learning.
- The childminder makes exceptional use of her teaching skills to build on

children's communication, personal and social skills and their physical skills. She is aware of how important it is to build on young children's prime areas of development to give them a secure foundation for their future learning. She uses her conversations with children to encourage them to recall past events and to help them build on the skills and knowledge they already have.

- The childminder promotes children's good health and welfare extremely well. Children develop good personal hygiene skills. The childminder ensures that visitors use antibacterial gel to help prevent the spread of infection. All visitors sign in and are made aware of the need to keep mobile phones away to safeguard children.
- The childminder has an extensive knowledge of each child's current achievements. She uses these to precisely identify their next steps in learning. Children make continual progress from their starting points, and the childminder is constantly building on their knowledge and skills to support their future learning.
- The childminder uses her calm manner, along with clear instructions, to encourage children to fulfil the high expectations she has for them. She challenges them in their learning through her conversations with them and her good understanding of what interests and motivates them to learn. She has a sensitive approach to meeting children's needs, and they feel secure and behave well in her care.
- Partnership with parents is extremely strong. The childminder keeps parents very well informed about their children's learning and shares with them how they can continue to build on their children's current attainments at home. Parents' written feedback shares how extremely grateful they are for her professionalism, her care of their children and the information she provides. Parents are appreciative of the close working partnership they have with the childminder. They share how the childminder works closely with them to promote consistency in meeting their children's care needs, and how she shares ideas on how they can support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very secure understanding of the local safeguarding partnership procedures and has undertaken several safeguarding training opportunities. She has an exceptional understanding of the signs and symptoms which may indicate that a child is at risk of harm, including those linked to radical and extreme views. She is very secure in her understanding of the process to follow if she has concerns about a child's welfare. The childminder completes daily risk assessments to enable children to play safely, whether in her home or out in the local community.

Setting details

Unique reference number	EY418554
Local authority	Windsor and Maidenhead
Inspection number	10132684
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	2 to 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	5 November 2015

Information about this early years setting

The childminder registered in 2010. She lives in a residential area of Datchet, Slough, Buckinghamshire. She operates Monday to Thursday between 8am and 4.30pm, all year. She is able to receive free early education funding.

Information about this inspection

Inspector

Anne Nicholson

Inspection activities

- The childminder took the inspector on a learning walk across all areas of her home to understand how the early years provision and the curriculum are organised.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspector observed the interaction of the childminder with children and assessed the impact the teaching has on their learning and development.
- The inspector sampled a range of documentation, including suitability checks, policies and procedures and information about the children.

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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