

Childminder report

Inspection date: 31 October 2022

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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder provides a warm and exceptionally nurturing environment for the children. They are very comfortable and confident in the well-organised home. The childminder is ambitious for each and every child. She is diligent in providing targeted support for children, so they make rapid progress.

The childminder plans a highly individualised curriculum skilfully woven around children's current interests. Children develop exceptional knowledge and skills through an exciting and challenging range of planned activities. However, the childminder also uses her exceptional understanding of the children, and how they learn, to provide spontaneous opportunities. She recognises and seizes opportunities that arise to build on children's interest to maximise their learning. For example, when children arrive proudly showing leaves they had collected, she completely revises her routine, organising an impromptu nature walk. She helps the children to learn about their local community and understand seasonal changes.

Children display high levels of curiosity. When they have questions, the childminder encourages them to ponder possibilities. The childminder and children work in very effective partnership to test their ideas. For example, children investigating a pumpkin were initially hesitant to use their hands. With gentle questioning and encouragement, the children tried a range of different tools. They evaluated their effectiveness before deciding to scoop the seeds by hand.

Children behave exceptionally well. They are exceptionally enthusiastic and independent learners. They play together harmoniously and show respect for each other's differing capabilities. For example, older children invite younger ones to run with them, automatically slowing their pace.

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

- All children make rapid progress in their communication. The childminder makes excellent use of sign language to significantly increase the vocabulary and communication skills of children with speech delay. The childminder is equally successful in promoting children's spoken language. She speaks clearly, using carefully chosen vocabulary and phrasing, with remarkable results. Older babies have extremely good levels of communication and toddlers confidently speak in clear, short sentences.
- The childminder fully exploits opportunities to develop children's literacy, using a range of highly effective methods. For example, children eagerly find their names on bags of resources, accurately clap syllables in words and name the initial sounds in days of the week. The childminder plays listening games to help

children recognise sounds in the environment and to consider letter sounds. When the children hear a motor in the distance, they use their existing knowledge to confidently suggest, 'it might be building'. The childminder enriches children's vocabulary further by describing the dog as 'crunching' his bone.

- Parents are extremely pleased with the care and teaching the childminder provides. They say their children have come on in, 'leaps and bounds' both socially and academically. Parents value the advice the childminder provides. They enthusiastically take up the suggestions to develop their children's learning. Children talk excitedly about their days with the childminder.
- Children develop a love of books and a deep understanding of the stories they read. They have particular favourites, which spark further activities. For example, they enjoyed a trip to the shops to buy fruit from the story, 'Handa's Surprise'. The childminder repeats some key activities regularly to build steadily on children's knowledge and understanding. For example, children recall their prior learning to successfully name the days of the week, describe the weather and check the temperature. In addition to promoting children's learning, these group activities and routines help them to develop skills they will need as they move through their education.
- Mathematical language is weaved throughout the curriculum and children use it well. They use and respond to positional clues on a treasure hunt in the garden. They independently initiate counting. Very young children request spoons by size. The childminder gives real-life context to children's learning as they explore the immediate neighbourhood, looking for different-shaped house features. This develops their observational skills and knowledge of their environment.
- Children show excellent fine motor skills. They butter their own bread and learn to safely use their knife to cut up their toast and fruit. They show perseverance and resilience. The childminder gently supports a child in their aim to hammer golf tees into a pumpkin, using words rather than physically intervening. This was initially challenging for the child. However, with the encouragement and praise from the childminder, the child mastered the skill. He beamed at the childminder exclaiming, 'I did it' with immense pride.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to identify signs that a child is at risk of harm. She understands her responsibilities to report any concerns about children or the adults who care for them. The childminder has a good understanding of the importance of recording accidents and incidents that could contribute to a wider picture of the child's safety. She is fully aware of the reporting process and where to seek advice if required. The childminder has undertaken required safeguarding training and reviews her practice in light of her learning. The childminder carries out effective risk assessments to keep children safe.

Setting details

Unique reference number	EY432612
Local authority	Windsor and Maidenhead
Inspection number	10228586
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	0 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 November 2016

Information about this early years setting

The childminder registered in 2011. She lives in Maidenhead, Berkshire. The childminder's service is open all year round.

Information about this inspection

Inspector

Jacqui Szrejder

Inspection activities

- This was the first routine inspection the childminder 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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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 children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector considered the views of parents, expressed in writing.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out joint observations of group activities with the childminder.

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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