

Childminder report

Inspection date: 9 January 2024

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	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and excited for their time at this home-from-home setting. They are greeted by the friendly childminder. Children know the routine well and straight away become engaged in activities. The childminder sets up equipment and resources that capture children's interest. Children choose from a range of resources and are independent learners.

Children engage well with the childminder and her co-childminder. They are able to play independently as well as cooperatively with their friends. The childminder is a good role model and children behave well.

The childminder focuses on supporting children's individual needs. She recognises gaps in learning and areas that children need more support with. The childminder's careful assessment and planning support children to progress in all areas of their development. The childminder works with parents and other agencies to help ensure that early help is requested. Children make good progress.

Children learn to use manners and are reminded to cover their mouths when they cough so as to not spread germs. The childminder promotes good oral hygiene. For example, children use models of teeth and toothbrushes to practise brushing. The childminder asks the children which foods would be bad for their teeth and the children are aware of the types of food that should be eaten in moderation to help keep their teeth healthy.

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

- The childminder works well with her co-childminder. Together, they regularly evaluate their setting and professional development. The childminder seeks out courses and training to help her keep up to date with any relevant changes and to help with new ideas to keep children motivated to learn and engage. Together with her co-childminder, she plans a challenging and exciting curriculum for all children.
- The childminder recognises children's different communication needs and adapts her approach to ensure these are met. The childminder introduces new vocabulary and asks the children interesting and relevant questions to help them explore and use words that they have learned. However, at times, the childminder does not give children the time they need to think and respond to questions.
- Children's mathematical development is supported well. The childminder incorporates this naturally into activities. For example, children proudly show the childminder and their friends buns they have made from play dough. The childminder provides trays for the children to put their buns in, encouraging

them to count how many they have made. The children excitedly talk about the patterns and shapes they have made.

- The childminder supports children's personal, social and emotional development well. Consistent reminders support children with their independence and understanding of looking after themselves and the environment. For example, the childminder reminds children to wash their hands before eating and explains why this is important. She helps children to regulate their emotions and to think about how their actions affect other children.
- The childminder plans trips for the children in the local community. She teaches the children about personal safety. For example, children are beginning to have an understanding of the importance of road safety. The childminder supports children to understand the wider world. They learn about other cultures and celebrations.
- Children develop good independence skills. They learn to attend to their own toileting needs and personal care needs. Children help to prepare their lunch. For example, children use safety knives to cut cucumbers for lunch. When children struggle, the childminder encourages them to persevere with the task.
- The childminder plans new experiences for children to develop and build on existing physical skills. She plans activities to support children's coordination and balance. For example, children complete obstacle courses in the garden and activities including play dough focus on supporting children's fine motor skills, preparing them for early writing.

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:

- enhance the support for the children's developing communication and thinking skills to more consistently provide the time they need to be able to think through their responses to questions.

Setting details

Unique reference number	EY439236
Local authority	Windsor and Maidenhead
Inspection number	10323908
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 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	5 June 2018

Information about this early years setting

The childminder registered in 2012 and lives in Cookham, near Maidenhead, Berkshire. She operates for most of the year from 7.30am to 6.30pm, Monday to Friday. The childminder holds a childcare qualification at level 3. She works with a co-childminder.

Information about this inspection

Inspector

Nicky Butler

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to/communicated with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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