

Childminder report

Inspection date: 19 January 2023

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 have a positive relationship with the childminder in this calm home-from-home setting. They show they feel safe when they are with her. The childminder provides reassurance and comfort to children when needed. For example, when children become upset, the childminder provides them with cuddles.

Children settle quickly and have ample opportunities to make their own choices about what they want to play with, as the childminder arranges the environment to encourage children to be independent.

Children access opportunities to take part in activities outside the childminder's home. For example, the childminder plans weekly trips to local toddler groups, the park and library, where children can take part in a wide variety of activities and experiences. These experiences help children to understand the world around them and the community in which they live.

Children are able to do things by themselves, such as washing their hands before mealtimes and after messy play. This helps them to develop good self-care skills. The childminder builds children's self-esteem through lots of praise and encouragement. Children learn about emotions to identify how they are feeling. Multicultural resources and programmes enable children to develop an understanding of empathy and respect.

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

- The childminder has high expectations of children's behaviour and they respond well to her calm encouragement. For example, she expects children to tidy away resources and toys when they have finished playing with them, which even the youngest children happily do. The childminder selects activities that the children enjoy to help develop their concentration. For example, children eagerly play with toy animals, and take great pride in their knowledge of the names of the animals and the noises they make.
- Overall, the childminder provides good support for children's communication and language. She encourages conversation and helps them to learn new words and express their views. Despite this, on occasion, the childminder does not to provide children with enough time to think and respond to the questions she asks, to further support and extend their learning.
- Partnerships with parents are good. The childminder considers the views of parents when evaluating her provision. For instance, she uses questionnaires to gather their views on what she does well and seeks ideas for further development. Parents speak positively of the childminder and the care she provides. They state that children are settled, and they feel well informed about

their learning.

- The childminder completes regular training. She focuses her learning and professional development on subjects, which will enhance her knowledge for the current needs of her practice. She reflects on the children's learning regularly and adds resources to improve the experiences for children.
- The childminder provides effective support for children with special educational needs and/or disabilities. She works effectively with parents and the relevant agencies to ensure children can make the best possible progress. The childminder uses effective strategies daily to support children's needs. For example, targeted plans are shared with parents to help children to continue working towards goals at home.
- Despite her positive and frequent interactions with children, the childminder sometimes misses opportunities to introduce mathematical language and concepts into everyday activities and children's self-chosen play. As a result, children are less exposed to experiences to help support their understanding of early mathematics.
- The childminder plans experiences that captivate children's interest and inspire them to learn. For example, they enjoy the sensory experience of feeling and scooping chickpeas into pots and containers. Older children stick ready-cut shapes of animals onto a display, as they learn about the story of Noah's Ark.
- The childminder promotes independence and a can-do attitude. For example, when children find completing a jigsaw puzzle tricky, the childminder encourages them to keep trying. This helps to build their resilience. The children enjoy the sense of pride it brings when they finish the task on their own. Children then select what activity they would like to do next. The childminder follows their interests. This means children are engaged and learning for long periods of time. Consequently, they are deepening their knowledge and understanding.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of safeguarding procedures. She can spot signs to identify where a child may be at risk of harm, and knows who to notify should she have any concerns. She completes regular training to keep her knowledge up to date. Regular risk assessments are carried out to ensure children are kept safe in the childminder's home. The childminder discusses how she keeps children safe, both in the home and on outings. For example, sleeping children are checked on regularly and monitors are used. When on outings, she follows secure procedures for keeping children safe. She has an effective fire-evacuation procedure in place.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- provide children with enough time to think about and respond to the questions they are asked
- introduce even more mathematical language and concepts into everyday routines and activities.

Setting details

Unique reference number	EY442537
Local authority	Windsor and Maidenhead
Inspection number	10263287
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	5
Number of children on roll	4
Date of previous inspection	26 April 2017

Information about this early years setting

The childminder registered in 2011 and lives in Dedworth, Windsor, in Berkshire. She operates all year round, from 8am to 5.30pm. The childminder holds a childcare qualification at level 3. The childminder is eligible to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Chris Lamey

Inspection activities

- This was the first routine inspection the childminder has 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 setting.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Written feedback from parents was reviewed by the inspector, who 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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