

Childminder report

Inspection date: 1 September 2022

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 settle happily in the childminder's warm and welcoming home. They behave well. When visitors arrive, children have confidence to talk to them, and want to share what they are doing. They self-select resources and lead their own play throughout the morning. They explore the activities with interest and curiosity. This demonstrates how secure and safe children feel in the childminder's care.

The childminder has a good understanding of how children learn and develop. She works closely with families when children start, to find out their interests and help them settle them into a routine. This information guides her to plan an effective curriculum in which all children make good progress. The childminder shares the activities that children enjoy and the next steps in their learning so parents can support their development at home.

Children benefit from a large garden, which is carefully organised. For example, the sandpit has a wide range of tools to support the development of fine-motor skills. In the large vegetable patch, children learn what they need to do to make plants grow. They pick peas to eat at snack time and flowers for the mud kitchen. Children enjoy picking flower petals and mashing them with water to make breakfast for the dolls. The childminder enhances children's experiences through links in the local community. Children regularly take train trips, visit the library and attend local toddler groups.

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

- Children enjoy the activities provided by the childminder, who carefully considers the different age ranges in her care. For example, when older children twirl ribbons to music, the childminder dances with younger children under twinkling lights to help build on their sensory experiences.
- Overall, the childminder supports children's communication and language skills well. When speech is unclear, the childminder repeats words back to the child, so they hear the correct pronunciation. However, at times, the childminder does not provide enough time for children to respond to questions, to fully support their language development.
- Children have many opportunities to learn about people and lives different that are to their own. Outings take place for children to experience real-life cultural celebrations. For example, they attended the Malaysian festival in Maidenhead to buy cooking ingredients, and the childminder provided chopsticks for children to eat the noodles that they bought. This helps broaden their understanding even further.
- The childminder has high expectations for children. She carefully plans and sequences activities to support their next steps. The childminder ensures that

there are resources available to keep the children focused on their learning. This helps them get the most out of every experience before moving on.

- The childminder encourages children to be independent in a variety of ways. At snack time, they peel their own satsumas and carefully cut bananas using safety knives. However, at times, the childminder intervenes too quickly and does things for the children, so they do not always persevere at difficult tasks.
- Children behave well, share toys and help to tidy up. The childminder skilfully uses play opportunities to reinforce kind behaviour. For example, children role play washing, dressing and feeding dolls to encourage them to be kind to younger children in the setting and at home.
- The childminder listens to the children and responds effectively. For instance, when children showed an interest in trains, the childminder arranged for them to go on a train journey. This demonstrates that the childminder uses children's contributions to promote learning and extend their experiences.
- Partnerships with parents are good. The childminder provides them with daily feedback on the activities that the children enjoy and the progress they make. She prepares termly reports for every child, detailing achievements and next steps. Information is shared with other settings and health professionals. Parents comment that they are happy with the 'honest and open communication' provided by the childminder.
- The childminder reflects well on her practice and recognises the importance of continued professional development. She takes account of the impact of the COVID-19 pandemic on young children's development. For instance, she is completing a childhood anxiety course to support children through transitions, including moving on to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe. She is vigilant to the signs that may indicate a child is at risk of harm. The childminder is aware of the procedures to follow should she have any concerns about a child. She completes regular training to help ensure her safeguarding knowledge is up to date, including keeping children safe online. The childminder carries out regular checks of her home and garden to ensure the premises is safe.

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 and respond when asking questions to challenge them in their learning
- strengthen teaching skills to recognise when to intervene in children's play, to allow them to develop their perseverance and do more for themselves.

Setting details

Unique reference number	EY458528
Local authority	Windsor and Maidenhead
Inspection number	10228776
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 9
Total number of places	4
Number of children on roll	4
Date of previous inspection	18 October 2016

Information about this early years setting

The childminder registered in 2013. She lives in Maidenhead, Berkshire. The childminder operates all year round, from 7.30am to 6.30pm, Monday to Friday. She holds a level 3 qualification.

Information about this inspection

Inspector

Jennie Winchcombe

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector carried out a joint observation of a planned activity with the childminder.
- 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 childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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