

# Childminder report

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Inspection date: 10 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

The childminder warmly welcomes children into her homely environment. Children quickly separate from their parents. They start playing happily with the toys and resources that are readily available to them. Children form secure relationships with the childminder, who is kind and caring. The childminder has high expectations for all children. She plans a successful curriculum using her knowledge of children's current interests and what they need to learn next. Children happily engage in purposeful play and are making good progress.

The childminder provides a language-rich environment. Children listen intently to the childminder's commentary as they play together. They repeat new words and sounds and are continually building their vocabulary. Young children are starting to use language in context. For example, children point to the door and say 'garden' when they know it is time for outdoor play.

Children behave well with gentle guidance from the childminder, who sensitively and consistently guides their behaviour. They are learning how to use toys and apparatus safely. For instance, children are learning how to manage the doorstep safely as they move from indoors to the outdoor environment. Children are gaining skills they will need when moving on to school.

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

- The childminder supports mathematical development well. She extends children's mathematical language by using numbers during everyday activities, for example counting the plates they need at snack time.
- The childminder regularly provides feedback for parents on their child's learning and progress. Parents comment that the childminder is helpful and flexible with childcare arrangements. They particularly appreciate the many outings their children go on with the childminder. Settling-in sessions are tailored to meet children's individual needs. The childminder gathers all important information from the onset and obtains regular updates from parents. This helps to provide effective continuity of children's welfare and learning.
- The childminder helps children to develop their independence and skills in readiness for future learning and school. For example, children choose which toys they wish to explore, and they are learning how to feed themselves at mealtimes. However, on occasion, young children cannot easily access drinking water for themselves throughout the day to support their independent choices even further. Children are not consistently encouraged to learn how to use cutlery at mealtimes. This prevents children from developing even higher levels of independence in their self-help skills.
- The childminder knows children well and uses her assessments to plan their

learning effectively from the start. She is clear about what she intends them to learn next to help them make good progress. However, on occasion, planned activities do not fully engage younger children to support their age and stage of development. For example, during an activity to teach young children about weight, capacity and number, they become restless and lose interest because the activity is not appropriate to their age or ability.

- The childminder has a positive approach to her continuous professional development. She regularly completes a wide range of training. She uses the knowledge she gains to help support all children in making the best possible progress. For example, she is aware that some children need more time to process language. She ensures children are given time to give their response to her questions. This is helping all children, including those learning English as an additional language, to make good progress in their language and communication skills.
- The childminder supports children to follow a healthy lifestyle. Children have regular opportunities for physical exercise. They practise their smaller muscle movements when posting shapes into the correct hole in the shape sorter. They play outside in the garden, walk regularly, play in parks and meet up with other children. These experiences help children to develop good physical skills as well as an understanding of the local community.
- Children are beginning to understand that it is kind to share toys. They learn how to take turns with favourite resources. They demonstrate this through offering to share toy Gruffalo figures with their friends during story time.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness and understanding of children's safety. She knows what to do in the event of a concern or where a child is at risk of harm. The childminder has procedures in place to report and follow her concerns. She knows how to report a concern about a child and can explain what actions she would take in a range of scenarios. The childminder has knowledge of the 'Prevent' duty. She undertakes regular training to keep herself up to date. The childminder risk assesses her home regularly, which enables her to minimise hazards. She ensures that children are supervised well.

## What does the setting need to do to improve?

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

- strengthen planned activities to help younger children to fully engage and promote their learning even further
- provide more opportunities for children to develop their self-care skills to help increase their independence.

## Setting details

<b>Unique reference number</b>	EY491204
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10295553
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 2
<b>Total number of places</b>	4
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	5 December 2017

## Information about this early years setting

The childminder registered in 2015. She lives in Maidenhead, Berkshire. The childminder operates on Monday to Friday, from 7.30am to 5.30pm, all year round. This is with the exception of bank holidays and family holidays. The childminder receives funding for the provision of free early education for children aged two, three and four years. The childminder is a qualified teacher.

## Information about this inspection

**Inspector**  
Hazel Farrant

## 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 inspector and the childminder completed a learning walk around all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents, including evidence of the childminder's suitability and training.
- The inspector read and considered written comments from parents during the inspection.

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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