

# Childminder report

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Inspection date: 30 October 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 and her assistant offer a real home-from-home environment where children feel part of the family. Children are happy, confident and settle quickly. The childminder and her assistant build positive relationships with all children. Children, including those who are new, demonstrate they feel safe and secure. For instance, they ask for cuddles when they need extra reassurance.

The childminder has a high expectation of all children. She provides interesting toys and plans exciting adult-led activities, which engage and encourage children to learn. Children show their delight as they excitedly dig into the sand to find the hidden plastic spiders. The childminder uses clear, precise language and gives good commentary to children while they play. Children are learning new words such as 'delicious'. They can use new words in context. For example, children describe how good their lunch is. Children are becoming confident communicators.

Children are learning how to share and take turns with the gentle support of the childminder and her assistant. They are beginning to learn that younger children are still developing their social skills. Children remind each other not to bump each other when using the wheeled toys in the garden. This demonstrates their social skills are developing well.

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

- The childminder encourages parents' involvement in their children's learning. She provides them with daily updates and photos of their children's experiences. The childminder also gives parents ideas of how to support children's learning at home. This encourages a consistent approach to their development.
- The childminder reflects on her provision and works closely with other childminders to share good practice. She completes a range of courses to build on her already good knowledge. The childminder's assistant also completes mandatory training, including more focused topics. Following recent training, the childminder and her assistant have a better understanding of how to help children manage their emotions.
- Children are making good progress. The childminder knows the children well. She has a clear curriculum in place, which is helping children to prepare for the next stage in their learning. However, some activities are not planned in sufficient detail to maximise the level of progress children can make.
- The childminder supports children's language development effectively. She interacts well with children and skilfully asks questions to help them think and respond. The childminder asks children about the different pictures in a favourite book. She models language effectively and helps young children to learn new vocabulary.

- The childminder encourages children to count the plastic spiders they find. Some children confidently count to five and beyond. They count four spiders and understand that one more makes five. Children's mathematical skills are developing well.
- Effective care practices help to promote children's good health. The childminder and her assistant role model good hygiene practices. Children are learning about the importance of washing their hands before and after mealtimes. The childminder works closely with parents so that she can follow children's routines as closely as possible. This promotes continuity of care.
- The childminder provides a wide range of opportunities to help children develop physical strength. Children expertly propel themselves on the balance bicycles in the well-resourced garden. As a result, children are building strength and coordination. Children play with construction toys indoors, moving pieces around to fit. This helps develop their small-physical skills. Children are becoming independent. They help themselves to drinking water and discuss how water helps them to stay hydrated. This helps children understand how to promote their healthy development.
- Children's behaviour is good. The childminder and her assistant are very good role models. They encourage positive behaviours, such as using manners and being considerate towards others. Children enjoy the praise they receive when they display these positive actions. They enjoy going on outings to the local parks and play areas. These experiences help children to learn about their local community and mix with other children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are confident in recognising the signs that may indicate a child is at risk of harm. They are knowledgeable about safeguarding arrangements and feel confident in how to put them into practice. If they have any concerns, they know how and who to contact. The childminder ensures that her assistant keeps up to date in their safeguarding training. Children are encouraged to keep safe within the home, for instance, by tidying toys away before starting a new activity. The childminder evaluates the provision daily and ensures that her premises are secure.

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

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

- improve the planning of activities to make sure the learning needs of every child are continually planned for.

## Setting details

<b>Unique reference number</b>	EY379625
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10305252
<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 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	21
<b>Date of previous inspection</b>	15 February 2018

## Information about this early years setting

The childminder registered in 2008. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant and lives in Ascot, Berkshire. She provides funded early education for two-, three- and four-year-old children. The childminder holds a level 3 qualification.

## 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 her assistant. The inspector spoke to children at appropriate times during the inspection.
- Parents' views were taken into account by the inspector.
- The inspector looked at a sample of the childminder's documents. This included evidence about the childminder's suitability and training.

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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