

Childminder report

Inspection date: 11 January 2024

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is outstanding

The experienced childminder and her assistant provide a wealth of carefully considered learning opportunities. As a result, children make excellent progress. The childminder and her assistant encourage children to test out their ideas and make their own decisions. For example, as they roll clay to make 'worms', older children demonstrate to younger children how to manipulate the clay to roll it with their hands to the desired shape. This helps children to build a wonderful 'can-do' attitude to their learning. Children demonstrate that they feel safe and emotionally secure in the childminder's care. They are confident and show a real affection for the childminder and her assistant.

Children develop extremely good behaviour and attitudes. The childminder and her assistant are excellent role models who have high expectations of children's behaviour. Children listen very well and willingly help others, and older children resolve disagreements themselves.

Children benefit from activities throughout the day to support their physical development. They use many tools to develop small-muscle skills, go on lots of walks and enjoy outdoor learning. Children have wonderful opportunities as they go on regular trips to the childminder's allotment where they dig, rake, plant, water and harvest vegetables, fruit and flowers. They also learn about dental care, healthy eating and good personal hygiene.

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

- The childminder places children and their families at the heart of everything she does. She gathers extensive information about children when they first start to attend. This is skilfully used to help ensure that children settle very quickly and are ready and eager to learn. The childminder has an excellent understanding of the differing abilities and interests of every child in her care. For example, during a numeracy activity, older children recognise numbers one to 10 out of sequence, and younger children recite numbers in sequence using number templates. Babies explore numbers using sensory letters as the childminder recites the numbers.
- Promoting children's independence is a key part of the childminder's well-developed curriculum. She recognises this is a crucial skill for children to develop as part of their school readiness. The childminder gives children the time to attempt things for themselves. She promotes children's health and welfare needs exceedingly well. She teaches children good hygiene routines and supports them to manage their personal care as soon as they are able. Children are highly independent and love to do things for themselves. They confidently manage their own outer clothing. For example, they lay out their waterproof clothing and

wellingtons and take their time to put these on before playing outdoors.

- Children rapidly develop their vocabulary and communicate confidently. The childminder places a strong focus on developing children's language and communication. She models excellent communication skills and understands the importance of asking open-ended questions. Children are offered ample time to think and process information before they respond. For example, the childminder asks children to predict what will happen next in a familiar story. Children confidently answer the childminder, skilfully recalling previous learning. In addition, children learn simple French and repeat words back to the childminder as she sparks their interests. The childminder introduces new words, such as saying 'rhombus' as she explains that a diamond has another name.
- The childminder and her assistant are exemplary in their teaching skills. Children benefit greatly from the mathematical activities that challenge and inspire them to learn through play. For example, they practise writing numbers on whiteboards and learn about complex sums, such as adding and subtracting.
- The childminder is passionate about providing the best service for children that she can. She ensures that she and her assistant continuously keep their professional development up to date. The childminder accesses regular training from the local authority and online specialist providers. She reaches out to the local authority regularly for advice and support. The childminder is reflective and constantly strives to improve her practice. This leads to excellent outcomes for children.
- The childminder keeps parents fully informed of their children's progress. They receive detailed information about what their children are learning to enable them to complement the learning at home. Parents are very pleased with the progress their children are making. They say they have nothing but praise and gratitude for the childminder and the way she has gone above and beyond in caring for and nurturing their children. Parents also describe the setting as a 'home from home' and discuss how well their children settled.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY461578
Local authority	Windsor and Maidenhead
Inspection number	10308408
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 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	14 March 2018

Information about this early years setting

The childminder registered in 2013. The childminder works with an assistant from Monday to Thursday. She lives in Maidenhead, Berkshire and cares for children from Monday to Friday, from 7.30am to 6pm, for most of the year. The childminder holds an early years qualification at level 3. She is eligible to receive funding to provide 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 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 the inspector took a tour around the areas of the childminder's home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents, including evidence of training and the suitability of those living on the premises.
- The inspector viewed written feedback from parents to gather their views.
- The childminder joined the inspector for a joint observation.

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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