

Childminder report

Inspection date: 30 September 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children settle quickly and have fun with the childminder. They do well in this carefully created calm and warm atmosphere. Children really enjoy the childminder's company. They respond well and build strong relationships with her. The childminder thinks carefully about the opportunities and resources she offers, linking these to children's interests and learning needs. For example, children's interest in trains is developed further by taking them on a train. The childminder encourages children to explore and initiate their own games and will also actively join in their play. As a result, children are well motivated to learn and make good progress from the start.

Children learn to meet the childminder's high expectations of good behaviour. They listen attentively and respond respectfully. For example, they say 'you're welcome' when the childminder thanks them for following her instructions. Children are helpful and show a developing sense of responsibility. They readily help to tidy away their toys and often do this without being prompted. Children learn useful skills and positive attitudes that prepare them well for the next stage in their learning.

Children's communication and language skills are supported effectively. They remember key words and phrases they hear and use these correctly in their play. For instance, children speak about a picture of different vehicles and use the word 'big' and 'red' to describe the bus. This helps children develop their understanding and enrich their vocabulary.

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

- The highly experienced childminder has a good understanding of how young children learn. She uses many opportunities to support children's early literacy skills. The childminder models singing a variety of songs which relate to the situation in that moment. This has a positive effect on children, who remember these as they play and sing them unaided. For example, as children recognise the first letter of their name, they sing the alphabet song. This also helps children to understand that print carries meaning.
- The childminder regularly monitors children's progress. She uses her knowledge of what they know and can do to support her planning. However, on occasion, the childminder does not shape the activities in a way that challenges children's thinking and extends their learning. For example, children plant seedlings in pots with soil. They are not given the opportunity to learn what is needed for the seedlings to grow or to name different parts of a seedling. At these times, the childminder does not fully enable children to make the best possible progress.
- Children enjoy outdoor activities and keep physically active, such as when they

competently kick a football. They learn about how to lead healthy lifestyles. Children are taught to wash their hands before mealtimes and after playing in the garden. Parents work with the childminder to ensure that their children are provided with healthy packed lunches. This supports children's good health and well-being.

- Children demonstrate high levels of curiosity in their play. They test out their own ideas to find possible solutions. Children carefully sort out shapes and enjoy fixing a puzzle with letter pieces. The childminder sensitively encourages them to persevere and turn pieces around to fit in the correct places. Children gain confidence and say, 'I know where that goes.' They celebrate their achievement with a 'high five' with the childminder. This supports children's self-confidence and resilience skills.
- The childminder offers children ample opportunities to explore the local area and develop their social skills. They meet new people on their visits. Children learn from the childminder's strong commitment to helping others in her local community. For instance, she goes shopping for elderly neighbours who may struggle to leave their houses. Children begin to understand that helping others is an act of kindness and compassion.
- The childminder is keen to improve her professional knowledge and understanding by carrying out regular research. She has useful links with other childminders. The childminder ensures her knowledge and skills are up to date through completing mandatory training. This helps her to further improve the quality of the education she provides.
- The childminder has built trusted relationships with the children's parents. Parents speak with great fondness about the childminder's nurturing approach. They say that she offers an individual curriculum where their children progress well. They comment on the good communication through an online app and verbally. Parents work with the childminder to ensure that there is a consistent approach to their children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of her responsibilities to safeguard and protect children from harm. She refreshes her safeguarding training to ensure that her knowledge remains up to date. The childminder has a good understanding of the potential signs and symptoms that would alert her that a child may be at risk of harm. This includes exposure to extremist views and behaviours. The childminder is confident and secure in the procedures to follow should she need to report a concern regarding any child in her care. She risk assesses her home, garden and outings regularly to ensure children are safe and secure.

What does the setting need to do to improve?

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

- strengthen planning and implementation of learning activities to provide children with challenge and extend new learning, to enable them to make the best possible progress.

Setting details

Unique reference number	148281
Local authority	Wokingham
Inspection number	10228272
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 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	21 November 2016

Information about this early years setting

The childminder registered in 1993. She lives in Woodley, Berkshire. She works Monday to Wednesday and on a Friday, from 9.30am to 3.30pm, term time only. The childminder holds a relevant childcare qualification for childminding.

Information about this inspection

Inspector

Sonia Panchal

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 had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector jointly observed an activity with the childminder and evaluated the impact on children's learning.
- The inspector observed the quality of interactions between children and the childminder.
- The inspector spoke to the childminder about the provision she offers at appropriate times 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022