

Childminder report

Inspection date: 11 February 2020

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 show they feel safe, secure and happy in the childminder's home. They are motivated and keen to learn. This is demonstrated as babies explore the childminder's home with confidence and show curiosity as she sets up activities. Older children ask lots of questions to help to develop their understanding of the world around them. Children's communication and language skills are supported very well, including children who speak other home languages. Babies assertively use words and gestures to communicate their needs well. Older children are confident speakers, with strong vocabulary. The childminder engages older children in meaningful conversations effectively. She allows them the time they need to think and respond to questions with their own knowledge and ideas. For example, when the room gets darker and children ask why, the childminder asks them to think about what could have happened. Older children reply that the sun has gone behind clouds.

The childminder has high expectations of children's behaviour. She supports them well to learn good manners and to respect the environment. For instance, children tidy away toys after play and learn where to put food waste after eating. Children are very polite in their play and towards each other. The childminder welcomes and values children's views and helps children to learn about each other's differences and celebrate individuality. Children behave well and learn to respect each other.

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

- The experienced childminder gathers plenty of information from parents when their children join the setting. She uses this information effectively to build a picture of children's home life experiences and special people. This helps her to plan towards children's needs and interests and settle them in quickly.
- All children show a love for books. Older children enjoy sharing them with the childminder and recalling parts of their favourite stories. Babies point to pictures on books and say new words, such as 'tiger'.
- The childminder organises her environment well. She adapts activities to support the differing ages of children. However, there are some occasions when the childminder does not challenge older children to their highest capabilities.
- The childminder promotes children's mathematical knowledge well. She carefully introduces new language and concepts while children enjoy playing. Babies point to objects and make sounds, as if counting, and older children learn to recognise numbers. The childminder sensitively helps older children to recognise and compare the differences between numerals.
- Parents share positive comments about their child's development. For example, they state that they feel well informed of their child's progress and their children are happy.

- Children learn about leading a healthy lifestyle. This is illustrated when they wash their hands and explain that they are 'cleaning away the germs'. Children talk about what healthy foods they like to eat as they peel their own fruits at snack time. They have plenty of opportunities to extend their physical development. The childminder takes children outside regularly, for example on daily walks and trips to the local park. This helps her to provide even more chances for children to practise new skills, such as climbing and balancing.
- The childminder helps children to learn how to keep themselves safe. For example, she teaches children what they need to do in the event of an emergency, such as fire. Older children know that they need to get out safely and call the fire brigade as soon as possible.
- The childminder meets regularly with other local childminder's and attends network meetings to share ideas on teaching. She explained that she uses these connections and ongoing research to help to keep her knowledge and skills up to date. Overall, the childminder evaluates her practice well. However, she has not yet identified ways to include all parents' views and suggestions about her provision in her self-evaluations.
- Since her last inspection, the childminder has fully established links with other settings that children attend. She works in close partnership with the settings to share information about children's progress. This helps to ensure continuity and consistency in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding children. She ensures that she keeps her safeguarding knowledge up to date through regular training. The childminder understands how to make a referral to outside agencies and the process she would follow should there be an allegation made against her. She is confident in identifying the signs and symptoms that may cause her concern about a child's welfare. The childminder completes thorough risk assessments to help to ensure her provision is safe for children. For example, she carries out regular checks of her home, including the outdoors, to help her to identify and minimise any potential risks.

What does the setting need to do to improve?

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

- focus even more on challenging older children to help them to make the best possible progress towards their next steps in learning
- identify ways to encourage all parents to share their views and suggestions towards future improvements for the provision.

Setting details

Unique reference number	148358
Local authority	Wokingham
Inspection number	10066972
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	21 January 2016

Information about this early years setting

The childminder registered in 1990 and lives in Woodley, Reading. She operates from Monday to Friday, from 7.30am to 5.30pm, all year round. The childminder is in receipt of funding for the provision of free early education for children aged four years old.

Information about this inspection

Inspector

Helen Harnew

Inspection activities

- The inspector and the childminder had discussions to help the inspector understand how the early years provision and the curriculum is organised.
- A joint evaluation of an activity was completed with the childminder.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children and how she assesses and plans for children's learning.
- The inspector sampled feedback from parents and took their views into consideration.
- The inspector observed the interactions between the children and the childminder and considered the impact on children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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