

Childminder report

Inspection date: 25 January 2023

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 form secure relationships with the childminder. They develop confidence and make independent choices in their play as they explore the wide range of resources the childminder provides. Children enjoy a range of experiences, including learning about differences between themselves and others.

Children start to learn that print carries meaning as they sit and look at their favourite books together with the childminder. They listen intently to the story as it is being told. Children excitedly point out their favourite characters. The childminder supports children to develop their vocabulary well as she repeats words for them to hear and encourages them to name the characters in the story. Children introduce narrative into their role play and show care and concern as they put 'babies' to sleep when tired and cuddle the toy cat.

The childminder has high expectations for children's behaviour. For instance, she reminds them to take turns and use 'good manners'. Children are confident to ask the childminder for help and turn to her for support. They behave well and show enthusiasm and excitement to join in with the activities. Children develop well physically as they climb on apparatus at the park and use a range of tools to explore paint and different textures.

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

- The childminder offers a varied curriculum that allows children to make suitable progress and be ready for the next stage in learning. She provides young children with opportunities to socialise with others, to develop their communication skills and to be physically active.
- The childminder develops trusting relationships with parents. Written testimonials highlight the good relationships parents have with her. Parents comment that the childminder is 'patient, caring and compassionate' and they feel 'lucky to have found her'.
- The childminder encourages children to develop an awareness of the world around them. She includes all children well and helps them to learn about different cultures. She links their learning to different festivals. For example, children enjoy making lanterns and learning about Chinese New Year.
- The childminder uses opportunities throughout the day to introduce numbers into children's play. For instance, as children descend the stairs they count the steps together. They look at numbers on the abacus and the childminder points out numbers in the environment when on outings.
- The childminder supports children with self-care and independence skills. For example, she encourages them to wash hands before eating and unzip their coats when they come in from outside. This helps prepare children for the next

stage in learning and their eventual move to pre-school and school.

- Children develop an awareness of how to keep themselves safe. The childminder supports them to learn about road safety when on outings and where to cross roads safely.
- The childminder works well with staff at other settings children attend. She considers information she gains and shares regular information with both the settings and the parents to provide a consistent approach for children.
- The childminder supports children to develop their vocabulary and engages in regular discussions with them. However, she does not consistently support children to use their critical thinking skills to solve problems for themselves in order to make even better progress.
- The childminder finds out information relating to children's care needs and routines when they first start. She follows these closely and, as a result, children feel safe and secure in her care. However, she does not always gain specific information about children's likes and interests, to be able to plan the curriculum as precisely as possible for children's individual needs from the outset.
- Children have positive attitudes to learning. They join in with activities with enthusiasm. Children behave well and learn to take turns with support from the childminder.
- The childminder has an accurate view of her setting. She recognises areas of strength in her own practice as well as areas for development, and keeps up to date with changes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs children may show when at risk of potential harm. She understands the need to check attendance and accident records for patterns that may suggest a child is at risk of harm, including radicalisation. The childminder has a clear procedure for recording and reporting concerns about a child's welfare. She extends her knowledge by reading regular updates. The childminder carries out risk assessments inside and outside to ensure that the environment is safe for children. She is aware of the risks posed to children online and takes steps to keep children safe.

What does the setting need to do to improve?

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

- build on interactions with children even further to help them develop skills to solve problems and think for themselves
- gain more information about children's interests when they first start to plan more precisely for their individual needs.

Setting details

Unique reference number	148476
Local authority	Wokingham
Inspection number	10228273
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	0 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	8 February 2017

Information about this early years setting

The childminder registered in 1992. She lives in Lower Earley, near Reading, in Berkshire. She provides care from Monday to Friday, all year round.

Information about this inspection

Inspector

Alison Southard

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children. She discussed how the curriculum had been implemented and the impact this has had 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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