

Childminder report

Inspection date: 8 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and secure as they happily play and explore in the childminder's homely and welcoming setting. They thoroughly enjoy spending time with the nurturing childminder. The environment is calm, and children are very settled and relaxed in the childminder's home. Children regularly seek out the childminder for cuddles and she provides a good range of activities for them.

Children are well-behaved, enthusiastic and motivated to learn. They develop strong social skills and interact with kindness and respect. The childminder is a good role model. She has a gentle approach and communicates respectfully with children. Children respond positively, listen carefully and are very helpful. For instance, they quickly tidy up when asked. The childminder supports children to share and use good manners.

Children gain good communication, language and literacy skills. They become confident speakers, with an extensive vocabulary. The childminder listens with full attention to what children say and encourages them to think creatively. For instance, when children have a 'bear's' party they pretend to read out invitations. Children confidently make up the words on the invitation inviting the bear to the party. Children's fluency and wide vocabulary prepare them well for the next stage in learning, including becoming fluent readers.

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

- The childminder has high ambitions for all children. She provides a range of good-quality resources that enhance children's learning and development across all areas of the curriculum. Children benefit from a language-rich environment, with numerous opportunities to build on their vocabulary. For example, they enjoy listening to stories, songs and rhymes, and the childminder continually engages them in conversations. These positive interactions help to promote children's emerging communication and language skills.
- The childminder is enthusiastic and engages with the children in their play, offering quality interactions. She uses effective teaching to help extend children's knowledge. For instance, when children act out caring for injured dolls, she demonstrates how to apply a bandage. The childminder explains to children that the bandage needs to be wound around the 'injury' so it is secure.
- The childminder provides activities to build on children's existing knowledge and skills. For example, she plans activities to develop children's understanding of polar animals. However, she does not always allow children to explore and investigate the resources before using them for a purpose. This means that children are not always able to take full control of their learning.
- Children have plenty of opportunities for fresh air and exercise. The childminder

takes children on regular outings, and they benefit from accessing activities, such as toddler groups. These experiences help to further promote their social skills. This helps children to build their confidence and form relationships with others.

- Partnerships with parents are effective. The childminder builds strong relationships with parents and keeps them well-informed about their children's day and progress. Parents speak extremely highly of the childminder. They say 'her communication is effective' and 'she provides a safe, homely and engaging setting'.
- Children are given good opportunities to build on their early awareness of the world around them. For example, when they see a pigeon on the fence, the childminder encourages them to think about what the pigeon might like to eat. Children know that birds like to eat seeds and bread and they suggest that they could make some bird cake.
- The childminder adopts a positive and supportive approach to children's behaviour. She interacts with children and joins in with their play. Children receive lots of praise for their efforts, to help to build their self-esteem. However, the childminder does not consistently encourage children to solve problems for themselves, to help to develop their resilience fully.
- The childminder provides children with opportunities to develop mathematical skills. For instance, she encourages them to count the number of candles on birthday cakes they have made from dough. Children confidently count to four. When they share the dough with friends, they comment 'now we have half each'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She attends safeguarding training to keep her knowledge up to date. The childminder has a good understanding of how to protect children and keep them safe from harm. She is confident about the procedures to follow should she have any concerns about a child's welfare. This also includes if an allegation is made against herself or a household member. The childminder completes thorough risk assessments for her home to ensure that children play in a safe and suitable environment.

What does the setting need to do to improve?

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

- enable children to explore and investigate resources in their own way before using them for a purpose
- allow children more time to solve problems independently to help build

resilience.

Setting details

Unique reference number	2499276
Local authority	Wokingham
Inspection number	10207701
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	5
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Wokingham, Berkshire. The childminder operates Monday to Wednesday, from 7am to 6pm, all year round.

Information about this inspection

Inspector

Ingrid Howell

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 her evaluation of the provider.
- 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 observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector looked at a sample of documents, including safeguarding policies and procedures, and children's records.
- The views of the parents were gathered through written feedback.

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 2021