

Childminder report

Inspection date: 6 October 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 have frequent opportunities to get to know their local area and socialise with other children, which helps them to learn about the world they live in. Due to the COVID-19 (coronavirus) pandemic, some children needed more support initially, when they first rejoined the setting after having a length of time away. Through the gentle support of the very kind childminder, children feel confident to separate from their main carers and now confidently come into the setting and play happily with their chosen activities. For example, children eagerly help themselves to the pots of dough and a variety of cutters.

Children behave very well and show care and consideration towards one another. They learn how to share, take turns and understand what is expected of them. Children learn how to keep themselves safe. They demonstrate this when they cut their own strawberries in half using a suitable knife. Children form secure relationships with the childminder. Their routines and individual needs are known and followed well. The childminder has a clear intent on what she wants children to learn. She sets high expectations for all children. This helps children to try new things and practise new skills, such as learning how to use a balance bike.

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

- The childminder has adapted well to the challenges posed by the COVID-19 pandemic and has changed the procedures for when children arrive and leave. Handovers are still conducted outside to prevent the risk of transmission of the virus. The childminder's home is clean, safe and secure for children to play in. She is very attentive and supervises children effectively.
- Partnerships with parents are secure. The childminder works closely with parents in helping children to become independent, such as helping children to move from nappies to using a potty. They report positively about the childminder's caring and nurturing approach. Parents' comments include, 'The childminder is passionate about what she does and works with us to understand our children's needs and makes suggestions for next steps for our child's development.'
- Overall, the childminder supports children's communication and language skills well. Children speak confidently in sentences and ask appropriate questions. However, on occasion, in her enthusiasm, the childminder speaks too quickly. Coupled with this, she sometimes uses language which is beyond children's current level of understanding.
- The childminder is passionate about ensuring that all children, including those with special educational needs and/or disabilities (SEND), achieve their full potential. She completes mandatory training and is keen to further her knowledge on how best to support children with SEND.
- The childminder supports children to learn how to lead a healthy lifestyle. She

regularly talks to children about how to look after their teeth and which foods are healthy to eat. Children know that they must wash their hands before eating and after using the bathroom. They play energetically outdoors each day. Children enjoy using wheeled toys. They pretend to drive cars around the path and push their dolls in the pram.

- Children learn about equality and diversity. The childminder provides children with a good range of opportunities to learn about cultures and traditions. For example, children try different foods from around the world and learn about people's similarities and differences.
- The childminder has a consistent approach to managing children's behaviour. She offers lots of praise and encouragement and is a good role model to children. The childminder sensitively helps children to learn how to resolve their own conflicts. As a result, children learn how to share popular resources.
- Children show great enthusiasm for learning new skills. They show perseverance as they learn how to push dough through a tube. Children demonstrate this when they excitedly share with the inspector the 'spaghetti' they have made out of dough.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection. She knows how to keep children safe and who to contact if she has a concern about their welfare. The childminder regularly updates her knowledge and stays up to date with legislation. She conducts daily checks of the environment so that she knows it is suitable for children to use. The childminder helps children to learn how to keep themselves safe. For instance, she teaches children how to evacuate from her home in case there is a real emergency.

What does the setting need to do to improve?

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

- source a broader range of training opportunities to further enhance the implementation of the curriculum and the quality of learning experiences provided
- give children more time to think, answer and respond to questions, to develop their language and conversation skills even further.

Setting details

Unique reference number	2512952
Local authority	Wokingham
Inspection number	10207833
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 3
Total number of places	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Winnersh, Berkshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday. The childminder holds an appropriate home-based childcare qualification.

Information about this inspection

Inspector

Hazel Farrant

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her 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 spoke to children to find out about their time at the setting.
- The inspector observed the interactions between the childminder and the children.
- Parents' views were taken account of by the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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