

Childminder report

Inspection date: 26 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 are happy, feel safe and form strong relationships with the childminder. They demonstrate a good sense of belonging in the childminder's home and confidently settle to activities that support their interests and learning. Children behave well and play with their friends. The childminder has high expectations for children's learning and they enjoy a varied curriculum that supports their development.

Children are motivated and engaged in learning, which is well supported by the childminder, overall. For example, as children play with cars, the childminder encourages children to count as they 'drive' these up and down on the tube. The childminder is skilful at introducing mathematical concepts, such as 'forwards, backwards', 'fast' and 'slow'. Children show delight in their play and they laugh and smile as they take part in activities with the support of the childminder.

Children get great fun from hearing songs and listening to stories throughout the day. The childminder reads familiar stories to the children and incorporates props linked to the book for them to recreate their own story during their play. This helps them to test out their own ideas and they show great excitement and imagination.

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

- The childminder plans and provides an interesting curriculum to help children make progress. She provides opportunities to support children to decide what they want to do, and make choices. The childminder supports children well. However, on occasions, the childminder does not maximise learning opportunities to develop children's skills and learning to a higher level.
- Children successfully learn skills that prepare them well for the future. For example, they are developing good independence skills and confidence to do small tasks for themselves, such as taking off their own coats and shoes. The childminder helps children to learn that words and print carries meaning effectively. As she reads to the children, she points to the written words to help them make a connection to the meaning.
- The childminder provides children with a good variety of creative materials and sensory experiences to help children explore. For instance, children enjoy exploring with pumpkins and show good concentration as they add faces to these. Children experiment with writing materials, such as chalks and pens, and have fun playing with leaves, water, and lentils.
- Children are supported by the childminder to learn about beliefs and cultures beyond their own. For example, she takes children out in the community and plans activities to help them to learn about religious festivals throughout the year.

- The childminder promotes children's self-confidence and positive behaviour well. She uses praise to celebrate children's achievements and good manners. However, at times, she does not help children to understand the consequences of their behaviour and why routines need to be followed. Such as, children are not supported to learn why they should sit down to eat and walk inside.
- The childminder supports children's learning about healthy lifestyles successfully. She ensures she provides children with nutritious and well-balanced snacks and meals. In addition, she talks to children about the importance of maintaining good handwashing routines. Children have daily opportunities for outdoor play.
- Partnerships with parents are strong. The childminder works hard to ensure that the parents are kept well informed about their child's day. She shares information daily with them about their child's learning and achievements. Parents are extremely positive about the childminder and truly value everything she does.
- The childminder develops and improves her knowledge and skills in various ways. For example, she ensures she completes all mandatory training, such as first aid, and updates her skills through additional online courses.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of her roles and responsibilities to keep children safe. She is confident in the signs and indicators of a child being at risk of harm. The childminder is very aware of the routes of referral, should she have any concerns about a child's welfare. The childminder's home is safe and secure, and she ensures all areas of the home used are clean and appropriate. The childminder always supervises children closely, including at sleep times, to ensure they are 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 the good behaviour management strategies to help support children's understanding of the rules and boundaries even further
- continually support and extend on children's interests to provide an even higher level of challenge.

Setting details

Unique reference number	2514414
Local authority	Wokingham
Inspection number	10207863
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 3
Total number of places	5
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Charvil, Reading, Berkshire. The childminder operates Monday to Friday from 7.45am until 5.45pm, all year round. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- This was the first routine inspection the provider 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 childminder explained her curriculum during a learning walk with the inspector.
- The childminder and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector took account of the views of parents 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.

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