

Childminder report

Inspection date: 10 March 2022

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 form strong bonds with the kind and gentle childminder. They are happy, secure, and enjoy their time at the setting. Children are confident to lead their own learning and make choices about what they want to play with or do. For example, they shout 'ready steady go,' as they race their vehicles across the floor. Children pick up a bus and sing related songs as they spin the wheels around. They use numbers in their play, count the cars and order them into groups of size. The childminder is a good role model. She pushes the vehicles to children and says 'thank you' when they return them. All children demonstrate good manners and an understanding of the setting boundaries. They make good progress from their starting points.

Children have good opportunities to build on their vocabulary and communication skills. For example, they learn the different names and features of bugs, such as antennas. Children learn an understanding of the wider world. They enjoy walks to the train station to watch the trains go by. Children are keen explorers and love their visits to the woods to investigate nature. They have opportunities to interact with others at local toddler groups. This helps to build on their social skills.

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

- The childminder seeks information from parents about their children's routines, interests and abilities before they start. She observes children as they play and is clear about what she wants them to learn. For example, children use various tools, such as tweezers, to transport objects. This helps to build strength in their hand muscles.
- The children enjoy daily exercise. For instance, they kick and throw balls in the garden. However, children find this easy and lose interest quickly. There is scope for the childminder to build on her planning further, to provide children with even more challenging learning experiences to help build on their skills outdoors.
- Children are very independent. They enjoy the responsibility in carrying out small tasks, such as tidying away toys. Young children behave well. They listen to instructions and find their shoes ready for outdoor play. Children manage their personal care needs well. They blow their nose and pop tissues in the bin with little prompting.
- The childminder supports children's understanding of a healthy lifestyle. She provides children with well-balanced meals throughout each day. Children learn to wash their hands before eating. At snack time, young children make healthy choices and eat their fruit with enthusiasm. Children learn how to look after their teeth and find out which foods benefit the body.
- The childminder supports children to understand the diverse society they live in. Children can access a broad selection of resources, such as dolls, books and

small-world people. They learn about festivals such as Diwali and Chinese New Year. This helps children to develop their knowledge of cultures other than their own.

- The childminder has good relationships with parents. Parents say that they are very happy with the care that their children receive. They comment that the childminder provides children with a wide range of learning experiences to promote their ongoing development.
- The childminder regularly evaluates her practice to make improvements to her provision. For instance, she has recently introduced further learning experiences to support children's understanding of oral hygiene. The childminder ensures she continues to develop her skills, focusing closely on the changing needs of the children.
- Young children show a love of books and use props to retell stories. The childminder fosters opportunities such as these to support children's emerging speech and language skills well. She talks with children, naming objects and giving them choices about which direction they want the story to take. She waits patiently for children to make decisions and follows the non-verbal cues they give.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and child protection. She attends regular training and ensures that her knowledge is up to date by reading and researching new guidance. The childminder understands wider areas of safeguarding. She can talk with confidence about what she would do in a range of scenarios. The childminder supervises children vigilantly to minimise accidents and keep them safe. She regularly risk assesses outings and maintains her home to a high standard.

What does the setting need to do to improve?

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

- continue to build on learning experiences that inspire children to develop even further skills, particularly when learning outside.

Setting details

Unique reference number	2524996
Local authority	Reading
Inspection number	10208237
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 6
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 Tilehurst, Reading. She operates Monday to Friday, from 7.30am to 6pm, for most of the year. The childminder holds a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Jane Franks

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 their evaluation of the setting`.
- The childminder explained her curriculum to the inspector to share what she wants children to learn and how she supports them to make progress.
- The inspector and the childminder carried out a joint observation together to reflect on the quality of teaching and learning during an adult-led activity.
- The inspector spoke with children and took into account of the written views of parents.
- The childminder and the inspector viewed some relevant paper work together, such as suitability checks.

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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