

Childminder report

Inspection date: 15 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 feel happy, safe and secure in the warm and welcoming setting. The childminder provides an inclusive environment for all children and ensures that their individual needs are met. Children demonstrate a positive attitude to their learning and make good progress from their starting points. They benefit from many opportunities that support their communication and language skills. Throughout activities, the childminder provides a commentary, models good conversational skills and introduces new vocabulary. Children are confident communicators and are eager to join in with singing familiar songs and rhymes. They listen with interest and act out familiar stories. For instance, they move around in different ways, such as stomping, swirling and standing on tiptoes, as they go on a 'bear hunt'.

The curriculum is planned and sequenced well. The childminder uses effective questioning, including asking children to recall things they have learned previously. This enables her to find out what children remember and provide activities to extend their learning further. For instance, as children stick coloured shapes onto the window, she asks them if they can remember the names of the shapes and the colours. Children remember a circle, a star and the colour orange.

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

- Children are friendly and behave well. They show confidence around visitors and are happy to show them their toys. Children demonstrate determination and resilience. When faced with challenging activities, they persevere and repeatedly try until they eventually succeed. For example, they climb up the steps of a slide. Although they initially find this task difficult, after several attempts, they achieve their goal.
- The childminder knows the children well and is aware of their abilities. She monitors their progress over time to ensure that what she offers helps them to continue their learning and development. Children are eager to explore and investigate and they engage well throughout activities. However, the childminder occasionally moves children on to different activities, despite them being immersed in their play. As a result, children's play and learning are interrupted.
- The childminder provides a wide range of play materials. She encourages children to choose how they want to use the resources. For example, children add dried pasta to containers made of plastic and metal. They recognise that the pasta makes different sounds depending on what type of container they use.
- The childminder skilfully helps young children to develop mathematical language and an understanding of numbers. She successfully weaves mathematics into children's daily routines and play. For instance, when children show her ducks, she says, 'You have two ducks,' and helps them to count the ducks.

- The childminder places a strong focus on children's physical well-being. She ensures that children have a wide range of experiences to encourage them to be physically active. For example, they play outdoors and visit local parks. Children benefit from healthy meals and snacks and follow good hygiene practices, such as washing their hands regularly.
- Partnerships with parents are good. The childminder collects detailed information from parents about their children when they join the setting. She uses this to plan for children's learning from the start. The childminder uses effective communication methods to share information with parents, for example through face-to-face discussions. Parents report that the childminder always provides a welcoming, nurturing and safe environment. They are regularly updated about the well-being and development of their children. Parents appreciate the care and the time taken by the childminder to provide feedback about their children's learning.
- Overall, the childminder teaches children how to keep themselves safe, including the importance of holding her hands when out on walks. However, she does not consistently teach them how to keep the indoor environment safe. For example, children occasionally slip on resources as they are not encouraged to tidy these up when they have finished playing with them.
- The childminder has a positive attitude to continuous professional development. She regularly evaluates her provision and accesses relevant training courses. This helps her to keep her knowledge and skills up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She is alert to possible indicators of when a child may need help. The childminder knows the relevant agencies to contact for guidance. She attends child protection training and is aware of the correct procedure to follow should there be an allegation. The childminder's premises are secure. She carries out daily checks of the indoor and outdoor environments to ensure they remain safe for children to use.

What does the setting need to do to improve?

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

- continue to allow children to follow their own interests and benefit from uninterrupted play
- provide more opportunities for children to think about how to keep their environment safe.

Setting details

Unique reference number	2535506
Local authority	Wokingham
Inspection number	10215193
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	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Wokingham, Berkshire. She provides care from 8am to 6pm, Monday to Thursday, all year round. The childminder holds a level 3 qualification. The childminder receives funding to provide free early education for children aged three years.

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 childminder showed the inspector all areas of her home that she uses for childminding and explained how she organises her space and resources to meet children's care and learning needs.
- The inspector took account of the views of parents through written feedback provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at the documentation used by the childminder, including evidence of the suitability of adults in the household and training certificates.

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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