

Childminder report

Inspection date: 24 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 learn well, have fun and love their time with the childminder. They develop a strong bond with her and demonstrate they feel safe and comfortable. Children respond to praise and feel really proud of their good efforts. They show a positive attitude to learning and play cooperatively together. They learn to share, take turns and understand each other's feelings. The childminder knows the children well and builds on their previous learning. Children learn quickly and show a good recall of information.

Children develop a love for books. They ask the childminder to read to them at every opportunity. Children are attentive listeners and can answer questions related to a story. The childminder makes the best of opportunities to extend children's vocabulary. Children learn about healthy eating and talk about nutritious food at meal times. They know why they wash hands before eating and say, 'germs make us sick'.

Children become increasingly independent as they follow the daily routines. They select from the resources available and happily make up games together. They are able to put on their own coats and shoes before they go outside. Children behave well at all times. They play safely and know the importance of keeping areas tidy.

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

- The childminder has a good understanding of children's individual needs and what they need to do to move on in their learning. She regularly shares this information with parents who work in partnership with the childminder. Parents work with the childminder to encourage their children to be polite and considerate towards others. Children learn that when they want something and say 'please', they may still need to be patient before they receive it; for instance, if another child is already in possession of a toy that they want. This provides continuation in children's learning and supports their progress.
- The childminder communicates with parents through daily informal and online exchanges of information. Parents are happy with the updates on how well their children are performing. However, before children start, the childminder does not gather sufficient information about children's home backgrounds. As a result, children do not have wider opportunities to value and learn about each other's culture.
- The childminder's interactions have a positive impact on the children's learning and development. She is proficient in developing children's speaking and listening skills. Older children listen well and speak in full sentences. They can hold a two-way conversation and happily share their thoughts. Children talk about the cards they have made for family members and are very proud of their

writing in the card.

- The childminder recognises that children may not have experienced many new social situations during the COVID-19 pandemic. She plans daily opportunities for children to explore the local area. They attend local toddler groups and parks where they meet new children and people. This promotes children's self-confidence and social skills.
- The childminder gives good attention to children's personal, social and emotional development. Children settle well and gain good levels of concentration. They persevere in activities that interest them. Children like to complete their task in hand.
- The childminder uses every opportunity to develop children's mathematical understanding. For example, she supports this learning through the use of songs and props. Children sing 'five little ducks' and consider which of the toy ducks are ducklings based on their size. They learn to count the props correctly and understand the concept of 'one more' and 'one less'.
- Children sing with great enthusiasm and have their favourite songs. Their contributions are valued as they offer several song suggestions. Children smile when the songs are personalised to include their names. This supports their early literacy skills.
- Children are encouraged to progress in their learning as the childminder works on their next steps. They are ready for their move to school and show eagerness to read and write simple words. However, the childminder does not always make the most of opportunities to help children to learn sounds of letters to help with their literacy skills and take this to a higher level. She has not considered ways she could enhance her practice to even better support children's literacy skills and understanding of letters and sounds.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training. She has a secure understanding of her responsibility to protect children from harm, including the risk of being exposed to extremist views and behaviours. She recognises the possible signs and symptoms of abuse and understands the local procedures to follow if she needs to seek further help or to report any concerns. The childminder carries out daily risk assessments, indoors and outdoors. This ensures that children are able to play in a safe and secure environment. Children learn to keep themselves safe and manage risks. For example, they can explain the fire evacuation procedure in the event of a fire. They consider the origin of the potential fire and how to get out of the premises safely. This has a positive impact on the children's safety and well-being.

What does the setting need to do to improve?

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

- consider ways in which children can experience more opportunities to value their home backgrounds and understand the wider world
- develop knowledge to skilfully support children's early literacy skills in reading and writing so that they continue to build on these skills when they move to school.

Setting details

Unique reference number	2540417
Local authority	Wokingham
Inspection number	10215345
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Wokingham, Berkshire. She operates Monday to Friday from 8am to 6pm, all year round. The childminder receives free early years funding for three- and four-year-old children.

Information about this inspection

Inspector

Sonia Panchal

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 talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on the children's learning.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Parents shared their written views of the childminder's provision with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder to work with children.

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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