

Childminder report

Inspection date: 7 July 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children in this setting are extremely happy and content. The childminder provides an exceptionally positive and warm atmosphere where children feel incredibly well-cared-for and safe. Children seek out the childminder for cuddles and nestle in contentedly. There is an excellent relationship in place that helps children feel secure. There is a strong emphasis on emotional well-being that underpins the childminder's curriculum. Children are learning to recognise their own emotions. For example, they stick photos of themselves onto an 'emotions board' to identify how they are feeling. The childminder provides a broad and inspirational curriculum across all areas of learning. The impact of this is that all children are making exceptional progress in their learning.

All children are learning to meet their own needs. Even the very youngest children are encouraged to do things for themselves, for example, putting their boots on successfully. The level of confidence and independence children show for their age and stage is exemplary. The childminder has exceptionally high expectations of all children and this helps them rapidly progress in this area.

The childminder offers children opportunities to mix with different generations. There is a lovely partnership in place with a local care home. It is evident that children and adults are mutually benefiting from this wonderful friendship. Children are learning to build relationships with others as they communicate with the residents. Adults role model positive behaviour that helps children to become good citizens. All children are very well behaved.

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

- The childminder successfully encourages children to make decisions and express their views by offering choice and actively listening to them. For example, children vote on what to eat for snack. This supports children to feel valued when making choices.
- Children are expertly supported to use problem solving skills throughout their play. For example, the childminder consistently uses language that supports children to find solutions. This helps children rapidly gain creative and investigation skills that will support them in later life.
- The learning environment is rich and expertly designed to inspire learning. The children explore exciting and engaging toys and activities. Children are learning through varied experiences. For example, children show delight in making pretend ice creams out of sand and water.
- The curriculum is securely embedded across all areas of development. The childminder builds on what children know and can do. Children are deeply engaged in their play and have consistently high levels of concentration

throughout.

- Children are kind, caring and considerate towards others. For example, they share toys, resolve their own conflicts and look out for others. Children have high levels of self control and can regulate their emotions.
- Children make strong links to their community. The childminder makes sure they can attend local events such as organised 'teddy bear picnics'. Children are learning through rich experiences.
- The childminder ensures that all children's life experiences are reflected in the setting. For example, pictures of the children's families are displayed in the setting and children talk about their home life. Children feel represented and valued in the setting.
- The childminder is highly reflective of her practice. She is constantly assessing the provision to ensure all children have the best experience. Children are flourishing in her care.
- Children show high levels of resilience and perseverance. When encountering challenges they show determination until they succeed. For example, a younger child tries to turn the tap on the water butt and the childminder gives praise and encouragement and celebrates with the child when they master the skill.
- Parents are delightfully happy that they have built a relationship with the childminder. They work in partnership to ensure their children are well cared for and progressing in their learning. One parent stated 'Every day I think how lucky we are to have her caring for our son. She makes him feel awesome and his learning has been amazing'.
- The childminder models excellent communication and language skills to the children. Children learn new words daily and rapidly increase their vocabulary and signing. This helps children become increasingly fluent in using verbal and non-verbal communication.
- The children thoroughly enjoy listening to stories. The childminder reads books animatedly and children watch and listen avidly as she creates suspense and surprise. Children join in by predicting what happens next and exploring how the characters might feel. The childminder is supporting the children to develop a strong love of books.
- Children enthusiastically use their imagination to create their own stories. The childminder writes their stories into a book capturing their creativity. Children recite their stories proudly remembering what they created. Children are building fantastic literacy skills for life.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has strong safeguarding knowledge across a broad range of topics. She uses this knowledge to inform her practice, policies and procedures. For example, she understands the importance of monitoring children's attendance. The childminder regularly updates her skills through training. For example, she has completed training about Prevent and radicalisation. The premises are safe and secure. The childminder constantly risk assesses the provision to make sure it

remains a safe space for the children. She knows how to contact the local authority if she has any concerns about a child or adult. The provision for keeping children safe is robust and embedded.

Setting details

Unique reference number	2561345
Local authority	Wokingham
Inspection number	10232135
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Lower Early, Reading. The childminder operates Monday to Friday, from 8.00 am to 4pm, all year round, except family holidays and bank holidays. The applicant holds an appropriate level 3 qualification in childcare. The childminder works with a co-childminder for three days of the week.

Information about this inspection

Inspector

Nicole Odell

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection and included the inspector in their play activities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Parents shared their views of the setting with the inspector both verbally and in writing.
- 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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