

Childminder report

Inspection date: 19 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and comfortable in this homely setting. They form close and trusting relationships with the childminder and her assistant, who are caring and nurturing. Young children are confident in expressing their needs, such as letting the childminder know when they are hungry, tired or want to play outside. They cuddle with the childminder when they need reassurance. Children behave well. They understand the clear rules and boundaries the childminder has put in place. Children show kindness and respect towards one another as they learn to form friendships. They demonstrate that they are settled and secure in the childminders home.

Children make good progress and are eager to take part in the activities on offer. For instance, they get excited to sit together and discover items in a treasure basket. Children take turns to touch and feel the objects. They listen carefully as the childminder and her assistant describe the properties of the feathers, sponges and scouring pads. They learn simple mathematical concepts of size and weight as they explore what each object can do. Children practise using new words such as 'rough' and 'squishy' as they talk about the texture. They develop their ability to focus and concentrate and are well prepared for their next stage in learning.

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

- Children are physically active and enjoy plenty of time outside. They move around the space and develop their gross-motor skills. For instance, children play with different-sized balls. They explore the different ways they can throw, kick and pass them to one another. Children increase their agility and core strength as they make different movements. They begin to learn the importance that exercise has on their bodies.
- The childminder and her assistant take time to read to children. They provide children with access to a range of interesting books. Young children and babies sit and turn the pages of the books for themselves. They point to pictures and name familiar objects. The childminder builds on the words children say as she encourages their early communication and language development.
- The childminder plans activities that are interesting and enjoyable for the babies and young children she cares for. However, at times, she does not ensure these are precisely focused on their age and stage of learning. Therefore, children do not always fully engage with the most important things they need to learn.
- The childminder supports children to do things for themselves. For instance, young children persevere as they use cutlery to feed themselves. The childminder is patient and gives them the time they need to master this new skill. They develop their hand-to-eye coordination, increase their concentration and take pride in being independent.

- The childminder and her assistant teach children to understand and follow the daily routine. They gently encourage children to help tidy up, wash their hands and put on their shoes to go outside. They sing simple songs, use visual cues and show children how to do things. This helps children understand what will happen next and supports their sense of well-being and belonging.
- The childminder plans an individual settling-in process for each child. She finds out detailed information from parents about children's interests, experiences and abilities before they start. The childminder observes and assesses children's development and shares information with parents about their child's progress. She gives parents ideas to continue children's learning at home.
- The childminder improves her knowledge and skills as she undertakes training to achieve a higher level of childcare qualification. She puts into practice the things she has learned to improve outcomes for children. However, the childminder does not offer further opportunities for her assistants to continue their professional development to enhance their delivery of the curriculum and interactions with children.
- The childminder's paediatric first-aid qualification has recently expired. However, she is booked on to a course in the near future, to renew her qualification. She works with two assistants and always has one present with her at any given time. Both of the childminder's assistants hold relevant paediatric first-aid qualifications. Therefore, there is always someone present with children that has completed relevant training and understands how to administer first aid.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of local safeguarding procedures. She knows how to identify and report any concerns she might have about a child. The childminder makes sure her assistants clearly understand the signs and symptoms that a child may be suffering from abuse. They have good knowledge of what to do if they have concerns about a child's welfare. Assistants are aware of the childminder's whistle-blowing policy. They understand how to report any concerns they might have about adults working with children. The childminder checks the ongoing suitability of her assistants. She ensures her premises are risk assessed to minimise hazards and are safe and suitable for children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure a relevant paediatric first aid qualification is updated and maintained.	31/10/2022

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

- seek out professional development opportunities for assistants, to improve their knowledge and skills to an even higher level
- refine planned activities to ensure they are fully focused on the age and stage of the children taking part.

Setting details

Unique reference number	2569412
Local authority	Wokingham
Inspection number	10250846
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	0 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Earley near Reading, Berkshire. She offers her childminding service Monday to Friday, from 7.30am to 6pm. She works with two assistants on a regular basis. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alice M Roberts

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 provider and has taken that into account in their evaluation of the provider.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to the childminder's assistant who was present during the inspection, at appropriate times.
- 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 inspector viewed the written feedback from parents and took account of their views.
- The childminder and inspector carried out a joint observation of a planned activity.

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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