

Childminder report

Inspection date: 17 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 are extremely engaged, curious and involved in everything they do with the childminder. Their behaviour is impeccable for their young age. Children are incredibly polite, considerate and kind towards their friends. They love spending time together. Children think about each other's needs and feelings. For instance, on a trip to the local park, children kindly offer to help push their younger friends on a swing. They check they are happy with how high or fast the swing is going and ask each other what they would like to do next. Children listen to each other's ideas and take account of their views. They are instinctively inclusive and demonstrate high levels of compassion and awareness of those around them.

Children form close bonds with the childminder. They benefit from her nurturing approach and commitment to supporting their emotional well-being and care needs. Children make good progress in their communication and language development. They have numerous conversations and opportunities to hear and use a wide vocabulary. For example, children confidently describe the meaning of new words when they talk to each other about what a 'bath bomb' can do. They explain what happens when they 'melt,' 'fizz,' and 'dissolve.' Young children speak with fluency and relish the opportunities to share their knowledge and understanding.

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

- Children are incredibly motivated and enormously eager to learn. They have exceptionally high levels of engagement in all the activities they take part in. For instance, children become engrossed in creating pictures with the leaves they have collected. The childminder expertly supports their concentration and skilfully helps them to sustain deep levels of focus.
- The childminder has exceptional skills in captivating children's attention and ensuring they develop a thirst for knowledge. For instance, the way she delivers a story is highly impressive. Her passion and enthusiasm encourages children to develop a real love of books. They discuss how characters might feel, using the language of emotions such as 'surprised' and 'shocked' They make links between events in the story and their own experiences. Children become completely absorbed and display levels of engagement far beyond the expectations for their age.
- The childminder provides children with opportunities for physical challenge. She helps children to assess and manage risk as they climb and balance on play equipment. Children persevere and demonstrate high levels of resilience. They encourage one another to keep trying and praise each other's efforts. Children do not give up, even when they find things difficult. The childminder's encouragement and support promote their high levels of self-esteem and

confidence in their abilities.

- The childminder has high expectations of children's ability to do things for themselves. Children clearly understand what is expected of them and thrive due to the clear routines and boundaries the childminder creates. For instance, children take responsibility for getting their own things ready for a walk. They tidy up their things and collect their own water bottles. Children are eager to attempt to put on their own waterproof suits and wellington boots. They keep trying when they find things tricky and take great pride in being independent.
- The childminder makes sure children go out and about and experience the local area. They enjoy plenty of fresh air and exercise during their daily walks and time spent at local parks. The childminder talks to children about the surrounding environment. They learn about the different leaves, birds and vehicles. She teaches children detailed information about the things they encounter and enhances their understanding of the world around them.
- The childminder gets to know each child well. She has a clear understanding of their abilities and their stages of development. However, the childminder does not always focus her planning on children's individual next steps in learning. This means her curriculum is not as clearly sequenced as possible in order for children to make progress to an even higher level.
- Parents have the utmost praise for the childminder. They express how well supported they feel to continue their children's learning at home. The childminder finds out detailed information to help children settle. She keeps parents updated on all aspects of their child's day and experiences. This close and consistent partnership ensures that all those who care for children can work together to best support children to make progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge of local safeguarding procedures. She knows what to do if she ever has concerns about the welfare of a child. The childminder is aware of the different signs that a child may be suffering from abuse. She understands what she must do in the event of an allegation against herself or other adults living in her home. The childminder ensures that all outings are carefully risk assessed and planned to minimise hazards. She teaches children how to keep themselves safe. For instance, she helps children understand why they must hold hands and check for vehicles before crossing a road.

What does the setting need to do to improve?

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

- strengthen the curriculum planning to focus precisely on children's individual next steps in learning, to ensure children make progress to the highest level.

Setting details

Unique reference number	2569646
Local authority	West Berkshire
Inspection number	10250849
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 9
Total number of places	5
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in July 2020. She lives in Calcot, near Reading in Berkshire. She works from Monday to Friday, 8am until 7pm, for most of the year. The childminder is registered to provide funded early years education for children aged two, three and four years.

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 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 discussed her early years curriculum with the inspector and talked about how she decides what she wants children to learn.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children at appropriate times during the inspection.
- The childminder showed the inspector her premises and discussed how she ensures it is safe and suitable for 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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