

Childminder report

Inspection date: 11 January 2023

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 are happy in this warm and welcoming learning environment. The childminder and her assistant are kind and nurturing towards children. This helps children to develop secure relationships. Children feel safe and secure within the childminder's home. They show positive relationships with the childminder and her assistant. For example, they are creative when they pretend to make the assistant a birthday cake. Children sing happy birthday to him and ask him to pretend to blow out the candles. This sparks a lovely discussion that it will be the childminder's birthday this week.

Children's self-care routines are supported well. During a nappy change, the childminder talks to the child throughout, encouraging cooperation and speaking skills. When children begin to use the toilet, they are supported by the childminder to perceive this as a positive experience.

Children enjoy a wide range of outings, including trips to soft-play centres, parks and stay-and-play sessions. This helps children to learn about the world around them. They visit local toddler groups, where they have the opportunity to socialise with other children.

Children enjoy taking part in lots of exciting and well-planned activities. The curriculum is well planned and ambitious for all children. Children are given plenty of opportunities to choose from a wide range of books. They love reading stories with the childminder, such as 'The Hungry Caterpillar', and they then take part in an activity where they make their own fruit salad.

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

- The childminder demonstrates genuine enjoyment of her work. She keeps her knowledge and skills up to date. For example, she attends training with her assistant to further enhance her knowledge and support the children in her care. The childminder observes her assistant's practice and discusses any changes to improve this.
- The childminder helps to prepare children for their next steps in learning and development and for school. She can talk confidently about the skills that she wants children to learn. The childminder provides plenty of opportunities for children to develop their understanding of letters and the sounds they represent. Children eagerly join in with songs, stories and rhymes and excitedly put up their hands to request their favourite songs.
- Parents comment that they are very happy with the care provided in this 'home-from-home' setting. The childminder talks to parents about how they can support their children's learning at home. She keeps children's families well

informed about children's progress, for instance, through sharing photos and verbal feedback. However, the childminder is yet to find fully effective ways to include parents in sharing children's current learning and development when they start. Therefore, the childminder is not fully aware of what the children already know and can do from the earliest possible opportunity.

- The childminder has identified her strengths and seeks to improve her practice. She accesses numerous training courses with the local authority and online to continually develop her skills. She ensures that she is up to date with any developments that have an impact on her practice.
- Children learn to keep trying and persist with tasks. For example, during a food cutting activity with small safe knives, the childminder encourages children to develop their cutting skills and introduces mathematical concepts, such as half and whole. She narrates what children do and uses encouraging phrases, such as 'you can do it' and 'well done', and demonstrates clapping. Children delight in their achievement, which supports the development of their confidence and well-being. However, the childminder does not always extend opportunities to fully challenge children's thinking and problem-solving skills to their highest level.
- The childminder skilfully identifies children's likes and interests. She plans exciting activities that build on what children already know and can do. For instance, the childminder helps children to recall a story that she had read to them earlier. Children remember that the caterpillar ate different fruits and food and recall that the caterpillar's 'home' is called a 'cocoon'.
- The childminder provides healthy meals and snacks. She ensures that children have daily opportunities to be physically active. Children access an extensive range of resources, indoors and outdoors. For example, they play outside in all weathers as the childminder provides children with wet weather suits. Children show obvious delight as they play in water trays and sand trays and jump on the wet grass.

Safeguarding

The arrangements for safeguarding are effective.

The childminder discusses child protection with her assistant regularly to ensure that their knowledge is current. They know how to identify possible signs of abuse. This includes being able to recognise if children are being exposed to radicalisation or extreme beliefs. The childminder knows where to report concerns about children's safety. Furthermore, she knows the procedure to follow in the event of an allegation of abuse being made about herself or her assistant. The childminder maintains a safe and secure home.

What does the setting need to do to improve?

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

- strengthen teaching by providing more support for children to think and problem solve for themselves
- consider further ways to include parents in sharing information about children's learning and development from the earliest opportunity, to fully support children's progress from the very start.

Setting details

Unique reference number	2594449
Local authority	Wokingham
Inspection number	10263958
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	2 to 4
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 November 2020. She lives in Wokingham in Berkshire. The childminder operates her service from Monday to Friday from 7.30am to 5.30 pm most of the year. The childminder is a qualified teacher and works with her husband as an assistant. The childminder accepts funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Chris Lamey

Inspection activities

- This was the first routine inspection the childminder has 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 their evaluation of the childminder.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and her assistant. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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