

Childminder report

Inspection date: 27 April 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 exceptionally happy and secure in this childminder's inviting and spacious home. They quickly form close, trusting bonds with her and seek her out for comfort. For example, babies snuggle into her when they are tired and need a nap. Children learn independence skills from an early age and self-select resources and activities of their choice. They are confident and willing to speak to visitors. For instance, they talk about their favourite toys and eagerly show visitors where they are kept.

Children learn how to care for their environment and learn responsibilities from an early age. For instance, they willingly help to clear up spilt water and help the childminder to tidy up the toys. They are keen to join in with activities and play cooperatively together. For example, children role play together with dolls, pretending they are at the doctors. The childminder prepares children well for their next stage of learning and equips them with the skills and knowledge they need for future success.

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

- Parents are keen to share their opinions on the care their children receive and speak fondly of the individual support the childminder provides their children. For example, they comment that they appreciate the help she gives when children are struggling with food issues. The childminder regularly consults with parents and communicates each child's achievements with them. However, she has failed to provide a written two-year progress check. Nonetheless, the impact of this is minimal, and the childminder is going to address this breach of requirements.
- The childminder implements a clear and well-planned curriculum that takes account of children's interests, stage of development and next steps in their learning. For example, older children take part in an egg and spoon race while babies roll the eggs to and fro. However, the childminder does not update her own professional development to further her knowledge and teaching practice.
- Children learn about the world around them and have regular opportunities to care for living things. For example, they feed the horses over the garden fence and learn how to be gentle with the childminder's dog. They take daily trips out to parks and local places of interest, which enable them to explore the local environment and develop healthy lifestyles.
- Children develop their physical skills in the childminder's spacious garden. For example, they build an obstacle course in the garden and take turns to manoeuvre around the course with opportunities to balance, climb and throw bean bags into a target. The childminder adapts activities to ensure all children are included. For example, babies toddle around the garden with push-along

toys. This helps them to learn to walk and develops their coordination.

- Children are provided with a variety of art and craft activities to choose from and experiment with different mark-making tools. For example, they paint with different-sized brushes. This helps to build their dexterity and hand-eye coordination in preparation for later writing. The childminder uses opportunities to extend children's learning well. For example, she encourages children to explore colour mixing with paint and predict what colours they might make. This encourages children's critical thinking.
- The childminder engages in constant dialogue with the children and helps them to build their vocabulary. She models new language and teaches children the meaning of words, such as 'to erase means to rub out'. The childminder speaks two languages and teaches children that different words can have the same meaning. This encourages children to appreciate differences and similarities in society.
- The children receive good support for their personal, social and emotional development. The childminder is an excellent role model and manages children's behaviour well. She teaches children how to follow rules and be respectful of the environment and others. For example, when children accidentally bump into each other, they instantly say 'sorry' and check if their friend is ok.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of her role and responsibilities to keep children in her care safe and protected. She has clear policies and procedures in place and understands the signs that may suggest a child is at risk of harm. She knows where to go to report concerns and has thorough recording procedures in place. The childminder keeps up-to-date risk assessments so she can identify any hazards and take swift action to always ensure children's safety. Children are taught safety rules well so they can protect themselves from dangers.

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 that the required two-year progress checks are completed, and parents and/or carers are provided with a written summary of children's progress.	02/06/2023

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

- gain further knowledge through professional development training, to enhance children's learning and teaching.

Setting details

Unique reference number	2614991
Local authority	Wokingham
Inspection number	10276087
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 4
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 2021. She lives in Aborfield, near Reading, Berkshire. She operates from 7am to 4pm, Monday to Friday, throughout the year and receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Estcourt

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 her evaluation of the provider.
- The inspector talked to parents and gained their views of the setting.
- The inspector sampled a range of documentation, including a first-aid certificate, safeguarding policy and risk assessments.
- The childminder and inspector completed a learning walk together and discussed the learning intentions for the children.
- The inspector observed the quality of education being provided and assessed the impact this was having on the children.
- The childminder and inspector completed a joint observation together.

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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