

Childminder report

Inspection date: 21 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 have warm and happy relationships with the childminder. They are keen to learn and concentrate well on activities. The childminder takes care to meet each child's needs well. She finds out about children's current interests and uses this information to provide activities they enjoy. The childminder values each child and has high expectations of all children. Children have wonderful opportunities to learn about the world around them. They frequently visit the childminder's allotment, where they dig and rake the ground ready for planting. They visit local fields, where they look for horses and donkeys and discuss what they need, such as water and grass.

Children's mathematical development is progressing well. The childminder includes mathematical language in their conversations. Children are encouraged to compare and sequence numbers. They enjoy building structures using bricks; they identify shapes and sizes and learn how to balance bricks accurately. In addition, children learn to spot differences in the environment, such as when they look at how trees and plants change over time or when they identify which horses are big or small.

Children show curiosity and confidence as they engage visitors in their play, asking questions and joining in with conversations. The childminder places a strong focus on children's personal, social and emotional development to ensure they are confident and have the skills they need in preparation for school and future learning. Children behave well.

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

- The childminder has a clear intention for the curriculum and the activities she provides for children. She knows what knowledge and skills she wants children to learn. For example, she encourages children to develop their independence skills and confidence. She offers them choices in their play and helps them learn how to dress and undress themselves without help.
- The childminder supports children to learn about the importance of good hygiene to keep themselves healthy. For example, children wash their hands after playing in the garden and before eating. The childminder develops children's understanding of healthy food choices to further promote their healthy lifestyles.
- The childminder continuously reflects on her practice and the care she provides. She gathers feedback from parents and older children to help her maintain a good standard of care. The childminder enjoys learning and extends her knowledge by attending a range of training sessions.
- The childminder uses a blend of child-led play and adult-led activities. She organises the play environment well to ensure that children can access what

they want and need. The childminder plans activities around children's interests and next stages of learning. Although the childminder has focused on developing her interactions and responses to children, young children who are learning to form their words are not always given enough time to think and respond to her questions.

- Children are exposed to a wide range of experiences within their local community to develop their sense of self and to promote their social skills. Children buy fresh eggs from a nearby farm and bring them back to eat for lunch and take the remainder home to share with their family.
- Parents speak highly of this homely setting, and partnerships are strong. They feel well informed about their children's progress. Parents state that communication is good and that they enjoy regular updates about what their children are doing. Parents comment on how staff support children to settle quickly and the good progress their children make, particularly with their social skills.
- Children develop a joy of reading stories and singing songs and rhymes. They learn about how to keep the planet healthy as they read 'What is wrong with Mr World?', discussing what makes the Earth sick. They have great fun as they pretend to be 'walking in the jungle' as they walk to the allotment and count four steps forwards and backwards.
- The childminder has a good system for assessing children's learning. She talks confidently about children's starting points and the next steps for their learning. The childminder uses a range of assessment tools to support her in making judgements about children's learning. She also completes progress checks for children aged two to three years, which are shared effectively with parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date through regular training. She has a secure knowledge of the signs which could indicate a child is at risk of harm. She is clear about the procedures she must follow if she has concerns about a child's welfare or if an allegation is made against herself. The childminder carries out daily risk assessments of the premises before children arrive and assesses all activities that children take part in.

What does the setting need to do to improve?

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

- strengthen teaching to give children more time to develop their language and communication skills.

Setting details

Unique reference number	2617266
Local authority	Wokingham
Inspection number	10281020
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	3 to 6
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Hurst, Wokingham. She operates Monday to Friday, from 7am until 6pm, all year round. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Chris Lamey

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about her intentions for children's learning.
- 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 provided the inspector with a sample of key documentation on request.
- The inspector spoke to the childminder about how she works effectively with other professionals.
- The inspector carried out a joint observation with the childminder and spoke to the children throughout the day.

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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