

Childminder report

Inspection date: 2 May 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 safe and secure in the welcoming and homely environment. They thoroughly enjoy their time with this friendly, nurturing and enthusiastic childminder. Children have a close bond with the childminder, they seek her out for reassurance and cuddles, which helps to build their self-confidence. Children play and learn in a calm and supportive environment. They happily follow the routines and listen to instructions well. Overall, children benefit from a well-planned curriculum, that takes account of the children's ages, stages of development and their unique interests. All children make good progress from their own starting points.

Communication and language development is a strength at the setting. Children hear a wide range of vocabulary through narration, stories, songs and rhymes. Older children hold two-way conversations about animals and their different features. They are keen and motivated to chat about topics they are interested in. Children make choices about the different songs they want to sing. Children freely explore the well-organised home with confidence. A wide range of activities is carefully placed at the children's level. This promotes their independence and self-awareness. Children behave well. Older children use good manners and display great awareness and respect for others. They are sensitive to younger children's needs and enjoy them playing alongside them. Children are becoming confident communicators and are well prepared for the next stage in their education and learning.

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

- The childminder offers a broad curriculum that helps children learn about the wider world. She knows the children well. For example, she identifies children's interests in animals and vehicles and provides them with a range of resources and books. She helps children to recognise and name the different animals, as well as the various animal sounds.
- The childminder uses observation and assessment to monitor children's progress. She provides purposeful play opportunities for children to revisit and consolidate their previous learning. Overall, the childminder understands what the children need to learn. However, she does not make the most of her curriculum focus to plan and sequence learning precisely, so children make more rapid progress.
- Children's sensory development is stimulated well. For example, the childminder provides a range of different textures and materials to support children's exploration of the world around them. For instance, children delight in water play as they fill and pour from various containers. In addition, older children enjoy finding numbers hidden in coloured rice. They use their own ideas to make

'islands' with piles of rice and make motorbike tracks through the rice. Younger children are supported to hold spoons and are encouraged to mix the rice, in preparation for using cutlery to feed themselves.

- The childminder prioritises children's personal needs. For example, when younger children show signs of tiredness, she changes the routine and swiftly provides lunch before settling them down to sleep. This helps children to feel safe and well cared for in the childminder's home.
- Parent partnerships are effective. The childminder's good communication promotes smooth daily transitions between home and the setting. She keeps parents well informed about the children's achievements and interests. She carries out the required progress checks for children aged two years and shares feedback with parents. However, the childminder does not make full use of different strategies to gather information on children's ongoing achievements and learning that takes place at home, to fully complement their learning in her setting.
- Parents are extremely happy with the service provided for them and their children. They comment that 'they are very happy with the childminder and couldn't ask for more'. Another parent comments, 'the childminder has always provided great age-appropriate activities to aid learning. The childminder is a dream to work with. She provides stability, consistency and her communication about daily activities is second to none'.
- The childminder has a reflective approach to her practice and confidently discusses strengths and areas to develop. She is keen to maintain and further develop good standards of practice. She effectively focuses on giving children rich experiences to build on the skills for their future. She keeps her practice up to date and attends a variety of regular training to deepen her knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the importance of safeguarding children. She is alert to indicators that a child or family may be at risk, including being drawn into extreme behaviours. She fully understands the procedures to follow in the event of a safeguarding concern. The childminder has attended a range of training to raise her understanding of how to keep children safe. The childminder identifies and minimises potential hazards around her home. For example, she thoroughly risk assesses outings and ensures that garden checks are completed daily, to ensure that children remain safe when they play.

What does the setting need to do to improve?

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

- focus curriculum plans more precisely on what is known about individual

children, so specific areas of development can be sequenced and targeted quicker for rapid progress

- strengthen ways in which parents can share ongoing information about what children can do at home, to fully support a shared approach to their learning.

Setting details

Unique reference number	2627594
Local authority	Wokingham
Inspection number	10281116
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 3
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. She lives in Woodley, Reading. The childminder provides care Monday to Friday, from 7.45am to 5.30pm, term time only. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Anneliese Fox-Jones

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 this into account in their evaluation of the setting.
- The childminder took the inspector on a tour of all areas of the premises, to understand how the early years provision and the curriculum is organised.
- A joint observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including evidence of paediatric first-aid training.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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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