

Childminder report

Inspection date: 16 January 2024

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 and content in a friendly environment. The childminder sensitively welcomes children and is genuinely happy to see them. She supports their personal, social, and emotional development effectively. Children feel safe, secure, and have a sense that they belong. The childminder works well with the co-childminder and children build strong relationships with them both. The childminder shares lovely interactions with the children as she reads them stories. Children enjoy this time with her and listen intently to what she says. The childminder reads to children in a way that keeps them interested. Children repeat words back to her and point out objects in the book. Children's love of books is growing and they are developing an understanding that print carries meaning and information.

The childminder encourages children to be creative and expressive in their play. Children use their imaginations and available resources to make believe by pretending. For example, children sit on long cushions and pretend that they are riding motorbikes. They talk to each other about their bikes and share positive interactions. The childminder gives them goggles to wear and asks them questions about their bike. The children become excited and move around the room making 'vrummmmm' noises. This encourages other children to join in, and they become engrossed in the role play.

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

- The childminder has constructed a curriculum that meets the children's current needs and interests. Through her observations and knowing the children well, she assesses the children's individual needs. This informs her of how she can support the children's learning in the areas that she knows they need to make progress. She builds on learning by providing appropriate next steps that further enhance the children's development. Children have access to learning in all areas to achieve goals and develop well.
- The childminder successfully supports language development, especially for children who speak English as an additional language. She speaks clearly to children and provides plenty of opportunities for children to participate in group singing. For example, children love singing and choose objects out of a song sack. The objects that the children choose link to songs and rhymes. Children delight as they correctly identify the song or rhymes that match the object. Children join in with the singing, actions, and repeated refrains. They are developing good foundations to become skilful communicators.
- Overall, the childminder supports the children's behaviour well. She has a positive approach and encourages children to learn core values. Children listen to what she has to say and demonstrate respect and understanding of boundaries. However, at times she does not reinforce instructions that she has

given the children and will carry out tasks herself. Therefore, clear expectations are not always fully communicated to help children understand what is expected of them and further develop their independence skills.

- Children love being outside in the fresh, crisp air. They explore the environment with curiosity and wonder. For example, children find and investigate ice and frozen sand. The childminder is enthusiastic and supports learning through the children's discoveries. The childminder encourages children to assess risks in frosty weather. Children identify that the floor and trampoline are slippery and they need to be careful. They are developing a good awareness of how to keep themselves safe.
- The childminder is reflective and evaluates her practice to support the children's learning and ensure they are happy and comfortable. She will adapt and make any necessary changes to the routine and activities. However, there are times when aspects of the routine and activities are not organised effectively to ensure the smooth running of the provision. For example, on occasion at mealtimes children wait for extended periods before they receive their meal. At times, this can impact on the children's concentration and involvement.
- The childminder keeps up to date with mandatory training. She also undertakes additional training to build on her knowledge and develop her continuous professional development. In addition, she enhances her skills in childcare by doing online training, researching, and attending webinars. She is passionate about growing her knowledge to ensure she can give the children high-quality support, care, and learning. The childminder works closely with parents to meet the children's needs. Parents are very happy with the care she provides.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- offer children more consistent support to understand expectations and to do things for themselves
- strengthen the organisation of daily routines and activities to further engage children.

Setting details

Unique reference number	2652737
Local authority	Wokingham
Inspection number	10232981
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Reading, Berkshire. She offers childcare term time only. The childminder works on Monday to Friday from 9am to 3pm. The childminder provides funded early education to two-, three- and four-year-old children. She works with another childminder.

Information about this inspection

Inspector

Kelley Ellis

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024