

Childminder report

Inspection date: 28 March 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 settled in this family focused environment. They show they feel secure and at ease in the childminder's care. Children are confident to approach and talk to visitors and other adults. The childminder intends for children to spend as much of their time learning outside as possible. They access the covered area of the garden daily and go on visits in their local community. Children enjoy visiting the childminder's allotment. They make mud pies and plant seeds to grow carrots and sweetcorn, which they harvest and eat.

The childminder knows the children in her care extremely well. She understands their individual needs and interests. The childminder uses what she knows about children to plan suitable activities, next steps and experiences. Her provision is very inclusive, and she adapts what she offers to meet children's specific stage in learning. This includes supporting children with special educational needs and/or disabilities (SEND) well.

The childminder models good behaviour for children and offers reminders of expectations as needed, such as no running in the house. Children demonstrate good manners, saying 'please' and 'thank you' and asking politely for help.

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

- The childminder creates a suitable curriculum that is based on developing children's independence and preparing them for their next steps in learning. She implements the curriculum well and provides a broad range of activities and experiences for children. However, the childminder is less skilled at sequencing her curriculum to ensure that opportunities build on what children already know and can do.
- Children can do a lot for themselves, such as managing their shoes and coats, washing their hands and helping adults in the kitchen. They also understand daily routines and how they can use these skills during their time with the childminder. This supports children to learn to be independent, which fits well with the childminder's curriculum intent.
- Overall, the childminder's interactions with children are effective. During planned games and activities, she provides children with clear instructions so that they understand what to do. For example, as children learn that the aim of a garden game is to throw beanbags into chalk shapes. However, she does not consistently encourage children to think critically for themselves or to problem-solve.
- The childminder works closely with parents and other professionals, especially when supporting children with SEND. They share information and strategies to ensure that children's particular needs are met and their care is consistent. The

childminder has also undertaken specialised training to improve her own skills. For example, she is learning basic sign language, to support all children, including those with SEND, to make the best possible progress in their learning.

- The curriculum for communication and language is particularly strong. Children communicate extremely well. The childminder encourages them to share their wants and needs. Children hear and understand a wide vocabulary and know complex words, such as 'tornado' and 'croissant'. The childminder uses effective strategies to support all children to communicate. The children are learning basic sign language, alongside the childminder, to support their communication with each other. In turn, this underpins their future learning.
- The childminder supports children to be healthy. They understand they need to wash their hands when coming in from garden and before eating. The childminder places a specific focus on oral health. She is proactive in encouraging parents to register with a dentist and ensure that children have a check-up by the time they are one year old. The childminder provides activities to support regular toothbrushing and encourages parents to continue this at home. This supports children to develop good routines and skills to maintain their own good health.
- The childminder ensures that children begin to develop early mathematical and literacy skills. Children enjoy learning about numbers and letter sounds. They recognise numerals up to 10 on painted pebbles and can count corresponding dots accurately. They are also beginning to recognise the initial letters of their names and the sounds they represent. Children love sharing their favourite books and stories with the childminder. This fosters the early skills they will need for their future learning.

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:

- strengthen the sequencing of the curriculum to consistently deliver learning opportunities that build on what children already know and can do
- extend teaching skills further to support children more in thinking for themselves and developing their skills in solving problems and thinking critically.

Setting details

Unique reference number	2655675
Local authority	Wokingham
Inspection number	10332873
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 8
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 and lives in Crowthorne, Berkshire. She operates during term time from 8am to 5pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Perry

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the setting, in writing, with the inspector.
- 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.

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