

Childminder report

Inspection date: 15 April 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

The childminder and her assistant provide a warm and welcoming environment. Children come in happily and are quickly drawn to their favourite activities. Children show that they feel safe and comfortable to express their needs and wants. The childminder and her assistant respond quickly and caringly when the children need any reassurance. Children's behaviour is good. The childminder reminds children to use their manners. When children struggle to share or cope with situations, the childminder and her assistant respond calmly and sensitively, providing distractions. Children demonstrate kindness towards each other. For instance, a younger child wants to join two older children on the see-saw and they move to make space for her.

The childminder and her assistant plan fun learning experiences that help to ensure that children want to join in and learn. For example, the childminder provides props to support children's interest in the police and takes on a role in their play. This helps children to develop and extend their ideas. Children also learn about different festivals to celebrate our diverse world. For instance, children make fans to celebrate Chinese New Year and visit the local church to learn about Remembrance Day. This helps to build children's understanding about life in modern Britain.

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

- The childminder has an ambitious curriculum and knows what she wants the children to learn. She uses the children's interests to plan activities that inspire curiosity and motivate them to learn. However, some adult-led activities do not take account of the needs of all children. For example, some activities are too long to maintain younger children's engagement.
- The childminder provides children with a language-rich environment. The childminder and her assistant use a variety of strategies to support the children's different levels of development. For example, they model simple language for the younger children, adding singular words to develop their vocabulary. They ask open-ended questions to older children to encourage their thinking skills, and introduce new words such as 'binoculars', 'cobra' and 'flamingo'. Children learn new words rapidly.
- Children regularly explore the outdoors. They have daily access to the well-thought-out garden area which provides a range of activities that support children's development. For example, some children ride on bikes while others plant herbs in pots. Children regularly explore the local area. For instance, they visit the local park, woodlands and the old train station to learn about the trains. This helps children to learn about the local community and to develop their physical skills.
- Children develop early mathematics skills. The childminder and her assistant

embed counting into the daily routine. For example, each day the children count how many children and adults are present, representing these numbers on their fingers. This helps the children to begin to associate quantities with numbers.

- Children enjoy doing things for themselves and build independence at an early age. They collect and open their own lunch boxes and put on their own boots and coats. The childminder skilfully waits until children show that they have tried and encourages them to try further before stepping in to help. This helps children to develop perseverance and resilience.
- Children develop healthy practices. The childminder teaches them to wipe their nose, put the tissue in the bin and then wash their hands. Children routinely wash their hands before eating and after toileting. Children begin to learn important self-care routines.
- Parents speak highly of the care and education the childminder provides. They feel that children are safe in her care and are regularly updated with their children's progress. The newsletter provides updates on what the children are currently learning. This helps parents to support children's learning at home.
- The childminder organises professional development opportunities for herself and her assistant. For instance, the childminder has recently undertaken training to support children's behaviour and the assistant has undergone training in yoga. Children now take part in sessions led by the assistant, which supports their well-being and mindfulness.

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:

- improve the organisation of some adult-led activities to ensure that all children get the most out of planned learning intentions.

Setting details

Unique reference number	2659199
Local authority	West Berkshire
Inspection number	10335047
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	0 to 4
Total number of places	8
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Newbury, Berkshire. She opens term time only, Monday to Friday. The childminder's hours are from 7.30am to 4.30pm Monday, Tuesday and Thursday. She opens 8.30am to 2pm Wednesday and 7.30am to 4pm Friday. The childminder provides funded places for two-, three- and four-year-old children. Both the childminder and her assistant hold a relevant level 3 qualification.

Information about this inspection

Inspector

Nina Fortuna

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 showed the inspector the premises and discussed how they ensure that 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 foundation stage curriculum.
- The inspector observed the interactions between the childminder, her assistant and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting 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.

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