

Childminder report

Inspection date: 16 December 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 flourish in this nurturing and stimulating environment. They benefit from the caring and calm atmosphere that allows them to naturally grow and make independent choices in their play. Children thoroughly enjoy spending time with the friendly and welcoming childminder, who offers a home-from-home environment for all children. Children behave very well. They show positive attitudes to their play and learning. Children are keen to take part in both self-chosen play and activities that are planned. For example, children delight in exploring a range of recycled materials outdoors as they work collaboratively to decorate and make their own version of a Christmas tree. They develop their fine manipulative skills as they open and attach pegs to hang ornaments on. Children show their coordination skills and their perseverance. They are proud of their achievements and are praised for their efforts.

Children explore and play with confidence. They know where to find toys and resources and assertively select what to play with. For instance, children enjoy working together to build towers using wooden blocks. Making decisions in this self-assured way helps to enthuse children in their play. Children show a love of books. They carefully listen during story time, in awe of a familiar story. The childminder encourages children to repeat phrases and sentences and predict what will happen next. Learning is made fun. Teaching is good, and all children make progress in their development.

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

- The childminder has a clear overview of each child's development and interests. She continually observes and identifies the next stages for their learning. Overall, these targets are then incorporated into teaching and activities to help children to progress.
- Children benefit from a fun and varied curriculum that fosters children's confidence, independence and communication skills effectively. The childminder plans and delivers stimulating learning experiences to build on what children already know and can do. Children are well supported to make progress through an ambitious curriculum.
- The childminder supports children's language development well. She talks to children as they play and builds on their vocabulary by introducing words and building up to complex sentences for more able children. She encourages back-and-forth conversations and asks age-appropriate questions to encourage children to talk about their play. She asks questions to check children's understanding and to extend learning.
- The childminder offers first-hand experiences for children to learn about the wider world around them. The childminder provides regular opportunities for

outdoor play and they frequently visit the woods and different open spaces, parks and groups. A variety of outings help children to broaden their social skills, knowledge of the world and community they live in.

- Children enjoy their activities and remain interested in them for good periods of time. For example, when the childminder prepares a gingerbread dough activity, children become highly engaged and explore the different objects and tools with great interest. However, on occasion, the childminder does not consistently use all opportunities that arise through play and routines to further develop children's mathematical understanding.
- The childminder helps children learn about diversity and people from around the world. For example, children explore a range of festivals and celebrations. This helps to broaden children's knowledge about different cultures and communities.
- The childminder promotes positive relationships with parents, whose feedback is extremely positive. The childminder shares information about the progress that children are making in her care and a summary of the activities on a daily basis. She understands that parents play a vital role in continuing children's learning at home. However, when children also attend another early years setting, the childminder has not considered sharing or gathering information with staff about children's development and achievements. The childminder understands that this will help to provide more consistency for supporting children's learning.
- The childminder is reflective and regularly evaluates the care and education she provides. She understands the importance of continuous professional development opportunities and is keen to build on her existing knowledge. For instance, she has recently completed training on the curiosity approach, with her aim to become more sustainable and to rescue, re-use and recycle everyday objects. She is proactive at seeking additional training to enhance her knowledge and skills.

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:

- use all opportunities as they arise during children's play and routines to further develop their understanding of mathematical concepts
- strengthen partnerships with other settings that children attend to share and gather information about children's development and achievements.

Setting details

Unique reference number	2666109
Local authority	West Berkshire
Inspection number	10367427
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	2 to 6
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 2022 and lives in Upper Basildon in Berkshire. She operates from 7.45am to 6pm, Monday to Friday, all year round. She holds an early years qualification at level 3. The childminder provides funded early education for children aged two and three years.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- The childminder took the inspector on a tour of all areas of the premises to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint inspection of a focus activity with the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning.
- 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 took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.

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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