

Childminder report

Inspection date: 7 November 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 relaxed and happy in the care of the nurturing childminder. They form positive relationships with the childminder, who knows the families and children well. The childminder supports new starters to help them settle in to her home. She works closely with parents from the start to support their children's routines. This helps children feel safe and secure. The childminder helps older children to learn about being kind to and caring for others. She encourages them to pass rattles to the babies for them to explore. Children demonstrate they are thoughtful towards to each other.

The childminder has high aspirations for children's speech. She repeats back sentences and skilfully questions children, encouraging their speech. Children frequently choose to look at books and request that these are read to them. The childminder reads with enthusiasm and expression, which helps to captivate children's attention. She ensures that they have plenty of opportunities to hear stories. Children are confident communicators and develop new vocabulary rapidly.

Children have ample opportunities to develop their physical skills. For instance, older children throw bean bags into a net. Babies are inquisitive and pull themselves up to explore sensory trays. These activities provide all children with a range of opportunities to build strength in their large muscles in preparation for later learning.

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

- The childminder teaches children to be independent. Without prompting, young children confidently blow their nose, put the tissue in the bin and clean their hands with hand sanitiser. The childminder demonstrates fun ways for children to learn to put their coats on before they play outdoors. As such, children develop increasing independence skills for their age.
- The childminder plans an ambitious curriculum for children. She focuses on children's personal, social and emotional development. The childminder has a good understanding of the children's development and what they need to learn next. She sets up the environment with carefully selected resources, which support her overall curriculum intent. For example, the childminder encourages children to play together as they choose to play with the imaginative props, such as a picnic basket. This helps them to develop early friendships and their social skills. However, sometimes, the childminder does not adapt her routines to give children enough time to follow their play ideas. For example, while children are deeply engaged in their play, the childminder moves them on too quickly to the next routine. This means children do not always get to develop their own thinking and ideas.

- Children's behaviour is good. The childminder gives children clear instructions about what she wants them to do next. As such, children are respectful and listen well to the childminder. For example, before mealtimes, they help tidy away their toys.
- The childminder is skilful at developing children's mathematical skills. For example, she teaches children to count the number of dinosaurs as they read a story. Children practise showing different amounts with their fingers. Counting is well practised and mathematical words are well developed.
- The childminder supports children's health and hygiene well. She shares healthy food ideas for children's packed lunches with parents to promote healthy eating practices. The childminder builds on children's oral health. For example, she teaches children how to care for their teeth and plans activities so they can practise how to brush their teeth.
- Children benefit from lots of outings where they learn about the community they live in. The childminder takes children to visit places of interest, such as the local shops, cafes, libraries and toddler groups. Furthermore, the childminder helps children to learn to care for animals, such as her pet rabbit. This helps children develop an understanding of the world around them.
- Parents speak highly of the care their children receive from the childminder. The childminder frequently shares information about what children are learning and how parents can support this at home. For example, she helps parents with ideas for potty training at home.
- The childminder plans training to keep her knowledge up to date. For example, she has recently accessed training around children's development and has introduced more sensory resources to ignite children's interests even further.

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:

- review and improve the organisation of some routines to avoid interruptions to children's play and better support their focus and concentration skills.

Setting details

Unique reference number	2672851
Local authority	Wokingham
Inspection number	10360080
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	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Sinfield, Wokingham. She operates all year round from 8am to 6pm, Monday, Wednesday, Thursday and Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure these are safe and suitable.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector reviewed an activity.
- The inspector viewed relevant documentation, including the safeguarding procedures.
- The inspector talked with children at appropriate times throughout the inspection. She also reviewed written feedback from parents and considered their views.

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