

Childminder report

Inspection date: 21 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

The childminder spends time getting to know children well. She delivers an ambitious curriculum with a strong focus on their personal, social and emotional development. Her warmth and attentiveness to children's welfare needs ensure they feel happy and confident in her care. For instance, she recognises when children are tired and respectfully accommodates their needs, such as allowing them to have an earlier sleep.

Children develop strong, trusting relationships with the childminder and form meaningful friendships with their peers. They take great joy in collaborative play, such as setting up skittles and knocking them over together. This helps to build on the muscles in their fingers, hands and shoulders in preparation for early writing. When minor disagreements arise, the childminder sensitively and with patience, talks to children, to help them understand and consider the feelings of others. Children listen attentively and are learning to share with their friends.

The childminder embeds children's home cultures and backgrounds into daily activities. Children delight in listening to nursery rhymes in the home languages of their friends. They draw pictures and listen to their peers as they talk about their families. This supports a strong sense of belonging. Children enjoy their time with the childminder. They are making good progress and learning the skills ready for the next stage in their education.

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

- The childminder consistently reflects on her practice to identify areas for improvement. She prioritises her professional development to help enhance outcomes for children. Recent training has provided her with valuable insights on how to strengthen her partnership working with parents even further. This has had a positive impact on children's care, welfare and learning needs.
- The childminder regularly assesses children's development and frequently gathers insights from parents on their child's progress at home. She incorporates this information to pinpoint the next steps in each child's learning journey. Consequently, she has a good knowledge of each child's stage of development and what she wants children to learn. For example, as children build a train track, she introduces positional language, such as, 'in front' and 'behind.' This supports children's developing language skills and deepens their understanding of using words in context.
- The childminder plans a wide variety of activities and has clear learning intentions in place. However, on occasion, particularly during adult-led activities, she does not adapt her teaching to focus on the younger children taking part in the activity. Consequently, they are not consistently engaged and challenged to

learn at the same level as their older peers.

- The childminder provides children with many opportunities to explore their local and wider communities. For example, she takes children to country parks and discovery centres, which deepens their understanding of the natural world. Additionally, children participate in story time sessions at the library and attend play-based groups. These experiences allow them to interact with children of a similar age group. This fosters their social skills and boosts their confidence in new and varied environments.
- The childminder promotes children's health and well-being effectively. For example, she engages children in conversations about the benefits of healthy eating while they enjoy their well-balanced packed lunches from home. The childminder provides attentive supervision during mealtimes. She builds on children's self-care skills and teaches them how to use cutlery independently.
- Regular visits, such as to soft play centres and parks, provide children with opportunities to practise and build on their skills as they explore and use varied equipment. Through consistent guidance, the childminder helps children learn how to take safe risks, which helps to promote their awareness of personal safety.
- Partnerships with parents are strong. The childminder speaks with them daily and shares regular updates about their children's on-going development. This collaborative approach empowers parents to extend and support their children's learning at home. Parents share glowing feedback about the care their children receive. They highlight how their children feel happy, secure and at ease in the childminder's nurturing and inviting environment.

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 teaching to support children of all ages and abilities to remain engaged and focused, particularly during activity-led activities.

Setting details

Unique reference number	2675512
Local authority	Wokingham
Inspection number	10367861
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	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Lower Earley, Reading. The childminder operates Monday to Friday, from 8am to 6pm, for the majority of the year. She holds an appropriate level 3 childcare qualification. The childminder offers funded early education for two,- three-, and four-year-old children.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- 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.
- Children communicated with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector took into account of the written views of parents.
- 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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