

Childminder report

Inspection date: 17 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 form secure attachments with the kind and caring childminder, who is attentive to their needs. Children display a strong sense of belonging and show that they feel safe and secure, as they explore their surroundings with confidence.

Children behave well and show a positive attitude to learning. They successfully develop the skills they need to progress to the next stage in development. The childminder has constructed an ambitious curriculum to ensure that all children make good progress from their starting points. On entry to her setting, she completes initial assessments on them to identify what they already know and can do. The childminder uses this information to plan activities to help children to reach their next steps. She continues to check their progress over time. This helps her to identify any emerging gaps in children's development and provide targeted support. Children make good progress from their starting points. They are eager to explore, investigate and find out new things. They enjoy listening to familiar stories and rhymes, and they complete tasks independently and play harmoniously alongside others.

Children enjoy the time they spend outdoors. The childminder ensures that children have lots of opportunities to be physically active and benefit from regular fresh air and exercise, such as through visits to local parks and playing in her garden. Children develop good skills in balance and coordination. Younger children climb on and off ride-on toys, and older children confidently balance along beams.

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

- The childminder encourages children to complete tasks independently, for example dressing themselves for outdoor play. When children struggle to do this, the childminder uses encouraging comments to help them to keep trying. For example, she tells them, 'You can do it' and praises them for their efforts. Children demonstrate a 'can-do' attitude as they complete these challenging tasks. They show pride in their achievements, such as when they proudly tell the childminder, 'Look, I have done it.'
- Overall, the childminder provides a good range of experiences to enhance children's learning. However, during some adult-led activities, she does not fully consider the abilities of individual children and adapt her teaching in response to these. This results in some children becoming distracted or disinterested.
- The childminder provides children with good opportunities to explore and learn about their natural world. For example, children use binoculars to look at leaves, acorns, pine cones and conkers. Children talk about the different features of these. For instance, when they find a leaf with thorns on the stem, they comment to the childminder that it is a 'spiky' leaf.

- The childminder acts as a positive role model and supports children to develop valuable skills to prepare them for their future lives. For example, she encourages children to ask for help when needed and to be kind and caring to others. Children are confident and friendly. They invite other children to join in with their play and are happy to take turns and share.
- Overall, the childminder supports children's communication and language skills well. She engages in two-way conversations with older children, and songs and rhymes are integrated into the daily routines. However, occasionally, children who are very confident speakers overshadow the younger and less confident children. During these times, some children are not always given the opportunity to repeat words and phrases in response to the childminder's interactions. Nevertheless, children communicate in an age-appropriate way.
- The childminder has high expectations for children's behaviour and conduct. She sets clear rules and boundaries and reinforces these consistently. For example, she gently reminds children not to run indoors, as they may fall and harm themselves.
- The childminder shows a commitment to continue to develop and improve her practice. She regularly reads professional publications and engages in online forums. This helps her to gain a deeper understanding of how children learn and develop.
- Parent partnerships are good. The childminder communicates with parents daily about the activities that their children have enjoyed. Parents comment that their children enjoy the time they spend with the childminder. They say their children are making good progress.

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 the content of some adult-led activities to help capture and maintain all children's interests
- focus more precisely on supporting younger children's emerging communication and language skills.

Setting details

Unique reference number	2686167
Local authority	West Berkshire
Inspection number	10368405
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 3
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 lives in Thatcham, Berkshire. She provides care from 8am to 5pm, Monday to Thursday, all year round. The childminder holds a level 3 qualification. The childminder provides funded early years education for children aged two, three and four years.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The inspector viewed all areas of the home used for childcare.
- The inspector carried out a learning walk to discuss the childminder's curriculum, including how the childminder assesses and plans for the children's learning.
- The inspector observed the quality of teaching during activities and jointly assessed with the childminder the impact this has on the children's learning and personal development.
- The inspector spoke with the childminder and the children at appropriate times during the inspection. The inspector also discussed the arrangements for safeguarding children and the childminder's reporting procedures.
- The inspector took account of the views of parents through written feedback provided.

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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