

Childminder report

Inspection date: 14 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 demonstrate that they feel happy and content in the care of the warm, caring, and nurturing childminder. Prior to them attending she visits them in their own home. This enables her to gather information from parents about children's care needs. The childminder uses this to ensure that she meets these fully from the outset. Secure attachments between the children and childminder are evident. For instance, children demonstrate that they feel safe and secure as they 'snuggle' up with the childminder and listen to stories.

Children exhibit good communication and language skills. They engage effectively in conversations with the childminder, who listens with interest and values what they have to say. Stories and singing are an integral part of the everyday routines. The childminder reads with energy and enthusiasm. She gives children time to gain information from pictures and repeats words to help develop their vocabulary. Children become engrossed in the stories, name the characters they see and predict what is going to happen next.

Children behave well and have a cheerful outlook to learning. They join in with activities with energy and enthusiasm and are keen to explore, investigate and find out new things. They play well together and understand the need to share and to take turns. The childminder gives them meaningful praise for their good behaviour and individual efforts. This helps them to develop a positive sense of themselves.

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

- The childminder is committed to providing high-quality, inclusive care and education for all children and their families. She completes regular assessments on children to check on their development progress. This enables her to identify any emerging gaps and provide targeted intervention if needed. This also enables her to support children with special educational needs and/or disabilities effectively.
- The childminder shows a good understanding of how children learn and develop. Overall, teaching is good. The childminder interacts well with children and provides them with a good range of activities to help develop their skills across all areas of the curriculum. However, during the inspection, observations of the childminders' interactions with children identified a reliance on directed adult-led activities. At these times, children were not able to fully explore their own thoughts and ideas.
- The childminder has high expectations of children's behaviour and conduct. She encourages children to share, take turns and be kind to others. Children develop strong social skills and interact with kindness. For example, older children help younger children to access toys that are out of their reach.

- The childminder places a good focus on helping children to learn how to stay safe. This includes teaching them about the importance of following good hygiene routines. Older children develop a good understanding of the importance of regular handwashing and comment that they do this to remove germs.
- The childminder provides children with experiences to develop an awareness of where their foods come from. For example, she provides opportunities for children to grow fruits and vegetables in her garden. Children learn that some vegetables grow below ground and others grow above ground. These positive experiences help children to learn how to care for living things and develop an awareness of how things grow over time.
- The childminder ensures that children benefit from lots of opportunities to be physically active. For instance, she takes children on walks to local parks, woodland and open spaces. These experiences help to support children's overall health and well-being.
- Partnerships with parents are strong. The childminder ensures that parents are fully involved in their children's care and learning. She provides regular feedback to them and makes suggestions on how they can support learning at home. Parents describe the childminder as caring, and professional. They comment that their children enjoy participating in the many thoughtful, well-planned experiences the childminder provides.
- The childminder is committed to her ongoing professional development. Since registering she has continued to keep her knowledge and skills up to date through reading and research. This has led her to adopt different methods of teaching. For instance, she encourages children to make use of items they find in the environment during their play. This has helped to develop children's creative thinking skills, such as using sticks and leaves to create a 'bonfire'.

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:

- provide children with more opportunities to choose how to do things as they play, to help encourage their own ideas and develop their confidence further.

Setting details

Unique reference number	2688430
Local authority	Wokingham
Inspection number	10360144
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	2
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 Reading, Berkshire. The childminder provides care between 7.30am and 5.30pm, Monday to Friday, during the term time. She holds a qualification at level 6.

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 children's learning.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector spoke with the childminder and the children at appropriate times throughout 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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