

Childminder report

Inspection date: 16 July 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 has a warm and nurturing approach when caring for children. She knows children's individual needs well and uses this information to create an ambitious and engaging curriculum for them. For example, for children who prefer to play outdoors, the childminder provides ample opportunities for them to be active in the fresh air. Children visit the local park regularly, where they play with increasing confidence and develop an understanding of their own abilities. They practise their gross motor skills, such as running, climbing and pushing each other on the roundabout. The childminder also uses these experiences to enhance children's imaginary play as they pretend to be a shopkeeper selling ice-creams and a customer buying them. Children's communication and language skills are promoted effectively, as they ask each other appropriate questions, such as which flavour ice-cream they would like. In this way, children make good progress in different areas of their learning.

Children show that they are keen to ask questions to help them find out about things around them. For instance, on the way to the park, they notice different sounds and want to know what is making the noise. The childminder enhances their natural curiosity by encouraging children to share their ideas. This helps them draw on their prior knowledge, such as sounds they hear when builders use machinery and say, 'it's like Bob the builder'. The childminder is quick to praise children's contributions, which makes them feel valued and proud of themselves.

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

- Children develop a true love for books. They thoroughly enjoy hearing their favourite stories being read to them by the childminder. Children recognise repeated phrases in the story and join in with the rhyming words at the end of each phrase. Even the very youngest children point to the correct pictures when the childminder asks them where the characters are. Children delight in sharing what they remember from the story and show an increasing understanding of the story events.
- The childminder works closely with parents to prepare children for their next stage in education. She accurately monitors their development and reviews their next steps in learning to ensure children master the necessary skills. For example, children learn to identify and manage risks in the environment to keep themselves safe. In addition, the childminder encourages children to develop their self-care skills. She teaches children the importance of washing their hands after outdoor play and before eating and says it is to 'wash away all germs'. The childminder guides younger children to clean their hands and face with wet cloths, which they do well.
- The childminder reflects on her practice as children engage in their play. She

demonstrates a variety of effective teaching strategies that help to extend their learning. The childminder places a high priority on developing children's language skills in an age appropriate way. For example, she builds on older children's recognition of colours and introduces new vocabulary to describe some shades of blue, such as 'teal' and 'turquoise'. Younger children learn action words from the childminder when they take part in different activities, such as 'chop, chop' when they slice fruit with child-safe equipment. The childminder helps these children to communicate with signs to express their wants and needs, such as 'milk', 'eat' and 'please'.

- In general, children behave well. The childminder supports their understanding of the rules to follow. If children upset one another, she tries to find solutions to avoid this from happening. However, she has not fully considered how to help children learn to regulate their own feelings and behaviour effectively. This means that on occasion children's engagement and enjoyment in learning is interrupted as they become overly excited and frustrated
- Parents are very complimentary about the education and care their children receive. For example, they appreciate how the childminder acknowledges children's cultural celebrations. The childminder asks parents to share their traditions with all children, such as bringing in Indian food for children to taste. This helps increase children's awareness of the diverse world they live in.
- The childminder is committed to continually enhancing her professional development to further improve her knowledge and skills. She attends webinars and shares good practice with other childminders in the local area. For instance, she works at strengthening her knowledge of child development. She researches early years topics proactively, to benefit children 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:

- strengthen behaviour management strategies to help children learn to regulate their behaviour and enable all children to remain engaged in their learning.

Setting details

Unique reference number	2756951
Local authority	West Berkshire
Inspection number	10349614
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
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 was registered with a child minding agency from 2020 to 2023 and registered with Ofsted in 2023. She lives in Calcot, Reading, Berkshire. The childminder operates Monday to Friday, term time only, from 7.30am to 5.30pm. She holds a relevant early years qualification at level 4. The childminder is eligible for funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development and the curriculum she offers children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of snack time with the childminder.
- Parents provided written feedback on the education and care their children receive with the childminder.
- 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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