

Childminder report

Inspection date:

7 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are very comfortable and settled at this setting. They have a very strong bond with the childminder, snuggling up to her as she joins in their play. The childminder shows great interest in the children's play. She makes relevant comments that encourage further discussion. For example, she refers to the 'mummy' donkey and the child responds by pointing out the baby. This builds children's confidence and self-esteem.

Children's behaviour is very good. They listen and respond to each other and to the childminder. They help set the table for lunch, with older children helping the younger ones. Children play alongside each other, sharing resources. They wait patiently to take turns in games.

Children's concentration levels are very good. They build using small tree stump blocks and planks to create elaborate structures. They test these to check they are 'stable'. Children investigate play dough using rollers and cutters to make imprints in the dough. They persevere and keep trying, despite it being challenging to push the dough out of the holes. Children use the skills and knowledge they already have to help them be successful.

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

- Children develop a high level of language. The childminder threads new vocabulary into play. She skilfully corrects misconceptions. When a child says 'pasgetti', the childminder replies using the correct word of 'spaghetti'. The childminder refers children to the different sounds of the hand-held drum. When a child puts it on the floor to beat it, she explains the sound is 'suppressed'.
- Parents are very pleased with the care their children receive. They value the advice they have received from the childminder. Parents notice the progress children make saying, they 'have blossomed so much'. They comment on her passion for children's development.
- The childminder threads mathematics successfully throughout her provision. Children hunt for shapes in everyday objects that match the shapes they are holding. They count the ladybirds they won in a game, counting past 10 confidently. The childminder supports children to count spots on individual ladybirds. Children use the language of comparison as they calculate who has 'more' and has won the game. They compare sizes as they identify the 'mummy' and 'baby' donkeys.
- Children learn about the life cycle of a butterfly when the childminder reads a favourite story. The childminder reads the 'Hungry Caterpillar' book in English and in French. Children name some of the foods from the story in French. The childminder brings the story to life using props, such as foods that the caterpillar

eats. However, she is not fully effective in using these opportunities or opportunities at other times, such as during mealtimes, to further children's understanding of healthy eating and nutrition.

- The childminder provides exciting opportunities for children to express themselves through music. For example, children eagerly explore a wide range of interesting musical instruments. They take time to investigate ways to play them. They 'shake', 'beat' and 'pluck' them. The children suggest songs and play their instruments to the music. Young children sing along with confidence to their favourite songs, which they know well. They make the actions, pointing to the 'ceiling' and the 'floor', beaming with pride.
- Children have a positive attitude to learning. They are keen to learn from every activity provided by the childminder. They show a natural curiosity as they explore a balance of open-ended and adult-led play. They play turn-taking games, watching each other as they take their turns.
- The children experience the local and wider community through many outings. For example, they visit the garden centre to see the fish and visit nearby farm parks. They develop their confidence on large play equipment during visits to different playgrounds.
- The childminder is positive about improving her own practice. For instance, she frequently networks with other colleagues, such as childminders. This enables her to share and seek ideas to implement in her provision. The childminder has reviewed her approach to gathering information about children's starting points, having discussed this with others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms of abuse. She can recognise signs of neglect and is confident to discuss any concerns with parents. The childminder knows who to contact if she has concerns about children's well-being. She knows what to do if she has any concerns about adults who care for children. Recent safeguarding training updated the childminder's knowledge on triggers for child abuse. The childminder has effective risk assessment processes in place at the setting and on outings with children. She manages resources to reduce the risk of harm to babies from small parts, which could pose a choking risk.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen children's understanding of nutrition to enable them to make healthy choices about food.

Setting details

Unique reference number	510212
Local authority	West Berkshire
Inspection number	10234583
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 March 2017

Information about this early years setting

The childminder registered in 1992. She lives in Burghfield Common, near Reading, Berkshire. The childminder operates Monday to Friday, 7am to 6pm, all year. She holds a relevant level 3 qualification.

Information about this inspection

Inspector

Jacqui Szrejder

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 provider and has taken that into account in their evaluation of the provider.
- 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.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out observations of group activities with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector considered the views of parents expressed in writing.
- 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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