

Childminder report

Inspection date: 3 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder creates a warm, welcoming and caring environment. Children sing to themselves as they engage in their daily activities and seek to share their experiences with the childminder. Children are confident to express their needs, knowing that these will be met. They make independent choices about what they want to do, selecting their own resources. Children feel safe and secure.

The childminder provides stimulating resources that are relevant to children's interests. For instance, children excitedly and animatedly participate in a singing activity, selecting resources from a song basket and joining in with associated songs. These resources ignite their curiosity and help them to develop a positive attitude to learning. The childminder plans activities which engage children and effectively support their early mathematics development. Children engage in sorting activities, for example matching different-coloured rockets to coloured holes. The childminder incorporates counting into everyday activities, building children's knowledge of associating numbers with quantities.

The childminder makes sure that children benefit from opportunities that help them to develop their physical skills. They go on daily walks and ride a tricycle along the path, as well as jumping in puddles and playing on the outdoor equipment in the garden. Children benefit from daily fresh air.

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

- The childminder provides a wide range of activities to support children's next steps in learning, linked to their individual interests and abilities. For example, in addition to going on a dinosaur trail, the childminder dedicates an area of her garden to create a natural dinosaur land in response to a child's interest in dinosaurs. Children make good progress from their starting points.
- Children benefit from a language-rich environment. The childminder provides numerous opportunities for children to hear spoken language. Children listen to stories as the childminder uses intonation and excitement to promote children's engagement. She sensitively introduces new language and encourages children to join in with repeated refrains. Consequently, children learn new language through repetition.
- The childminder supports children's problem-solving skills. For example, children repeatedly attempt to fit shapes onto a pole while the childminder provides verbal encouragement. The childminder knows when to step in and provide support, enabling children the opportunity to persevere to achieve things for themselves. This helps to promote their confidence and build high levels of self-esteem.
- The childminder places a strong value on the importance of diversity, including

what makes children similar and different to each other. Children take part in different celebrations, such as making diva lamps to celebrate Diwali and decorating tigers to celebrate Chinese New Year. Children learn about life in modern Britain.

- The childminder supports children's growing independence. They are encouraged to develop self-help skills. For example, they are encouraged to independently take off their shoes and coats and tidy up once they have finished playing. Children's behaviour is good.
- Children learn healthy practices. The childminder supports children's oral health, providing healthy food and drinks and implementing teeth brushing as part of the daily routine. However, children are not consistently encouraged to wash hands before meals. Children are not gaining a secure understanding of practices that contribute towards good health.
- The childminder plans lots of activities which support children's knowledge of the natural world. For example, children plant seeds in the garden and grow their own fruit and vegetables. Children also participate in dinosaur trails, visit the local woods to see the bluebells and follow nature trails. Children learn about the world around them.
- Parents speak positively of how the childminder supports their children's learning and development. The childminder works cohesively with parents and other providers to share information, providing a consistent approach to the children's care. She is continually developing her own knowledge to find ways that she can support children's learning further and meet children's individual specific needs. For example, recent training on 'picky eaters' has improved her knowledge of how to support children's eating habits.
- The childminder maintains up-to-date records of all required documentation. Evidence of ongoing professional development is well documented, demonstrating the childminder's reflective practice and drive for improvement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She is able to identify the signs and symptoms of abuse. The childminder knows when and where to report any concerns to ensure children are protected from harm. The childminder upholds mandatory qualifications such as paediatric first aid and safeguarding. She continually strengthens her professional development to improve her understanding of how to further promote children's safeguarding, for example completing recent training on female genital mutilation and the 'Prevent' duty. The childminder risk assesses her practice, ensuring measures are put in place to ensure the continued safety of the children in her care.

What does the setting need to do to improve?

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

- strengthen hygiene practices and help children learn why routines to promote health and hygiene are in place.

Setting details

Unique reference number	EY220911
Local authority	Reading
Inspection number	10234637
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	2 to 7
Total number of places	6
Number of children on roll	2
Date of previous inspection	13 March 2017

Information about this early years setting

The childminder registered in 2001. She lives in Caversham, near Reading. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Nina Fortuna

Inspection activities

- This was the first routine inspection the provider 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- 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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