

Childminder report

Inspection date: 25 November 2024

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

Children exhibit feelings of safety and comfort with the nurturing childminder. They become confident and capable learners, who make good progress. Children squeal and giggle with delight when participating in group activities with the childminder, such as following instructions to move like different animals. They express their joy and say, 'I love this game.' Children display a healthy competitive spirit and constantly try their best to succeed. This helps them to recognise their own abilities and build resilience.

The experienced childminder places a strong emphasis on teaching the core skills children need for their eventual move to school. This includes, children being self-reliant from an early age. They learn to competently manage their self-care needs, such as washing hands thoroughly before snack time and after using the toilet.

Children behave well. They forge firm friendships with other children. The childminder calmly supports children to understand their own and other's feelings. This helps to prepare them to regulate their behaviour themselves. Children regularly make free choices of what they want to play with. When joining in each other's games, they negotiate their roles to help avoid minor conflict so they can play cooperatively. For example, while listening to a familiar story shared by the childminder, children take charge of the props that accompany the story events. Together, children decide to share these out fairly and helpfully give each other prompts when it is their turn to hold up their prop to match the relevant parts of the story.

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

- The childminder gives high importance to improving children's communication and language skills. For instance, when contributing to lively discussions about topics they are interested in, children sometimes use short phrases. The childminder skilfully facilitates this by adding exciting words. This is illustrated when children are asked to move like a tiger in the jungle. The childminder expands on this well by adding, 'Tigers prowl in the undergrowth.' In this way, children gain new vocabulary and become capable communicators.
- The childminder plans varied learning opportunities that embrace children's evolving interests. On the whole, her interactions positively support children to develop the skills to be capable learners. The childminder assesses children's development to find out what they know and can do. However, at times, she does not use this information precisely enough to ensure that her planning and delivery build on each child's existing knowledge and skills, to enable them to make maximum progress. For example, when children question the difference between a square and rectangle, the childminder does not elaborate on this

effectively enough to help address any misconceptions children may have.

- Daily activities are organised, which help to promote children's physical health and well-being. Children have regular opportunities to be active in the fresh air and thoroughly enjoy outdoor walks in the community. They visit local parks and explore the large equipment, such as slides and swings. The childminder regularly meets with other local childminders to give children opportunities to socialise in larger groups and practise their turn taking and sharing further.
- The childminder promotes children's understanding of good health routines. For instance, while children play with the dental kit, she explains the function of each tool, such as the mirror. Children talk about their own toothbrushing techniques and learn about the most beneficial ways to keep their own teeth clean. The childminder provides nutritionally balanced home-cooked meals and introduces children to a range of new flavours and textures. This supports children's understanding of ways to stay well.
- The childminder develops trusted relationships with parents. She actively communicates with them, keeping them informed about their children's achievements. In addition, the childminder provides ideas on how parents can continue to support their children's development at home. However, the childminder is not as successful in developing working partnerships with some other settings that children also attend. This can affect the continuity and consistency of children's educational experiences and care across the settings.
- The childminder demonstrates a genuine commitment to her role. She identifies areas for development through research and reading. This helps to keep her knowledge updated and improve her skills further. The childminder connects with other local childminders and collectively they share fresh ideas to implement in their own setting, to continue to support children to be excited about learning.

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:

- refine and improve the quality of interactions to consistently target children's individual learning needs to make even better progress
- build stronger links with all other settings children attend to provide greater consistency in children's ongoing development.

Setting details

Unique reference number	EY250710
Local authority	West Berkshire
Inspection number	10368187
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 March 2019

Information about this early years setting

The childminder registered in 2002. She lives in Mortimer Common, in Berkshire. The childminder provides care from Monday to Thursday, 8.30am to 5.30pm, all year round, except for bank holidays and family holidays. She is eligible to receive funding to provide free early education for children aged nine months to four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- 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.
- Children spoke with the inspector during the inspection.
- 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 and the childminder carried out a joint observation of a group activity.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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