

# Childminder report

---

Inspection date: 28 June 2022

| <b>Overall effectiveness</b> | <b>Outstanding</b> |
|------------------------------|--------------------|
|------------------------------|--------------------|

---

|                                              |                    |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Outstanding        |

## What is it like to attend this early years setting?

### The provision is outstanding

Children flourish in this homely and nurturing environment. They show exceptional levels of engagement with all the activities and routines of the day. Children giggle while they thoroughly enjoy their imaginative play with soft toy dinosaurs. The childminder uses these experiences to develop special bonds with the children as she playfully chases them and extends their knowledge of dinosaur names. Children talk about how they love coming to the childminder's home and spending time with their special friends. Very young children develop exceptional levels of independence as they attempt a wide range of daily tasks. For example, they lay the table, cut their own fruit and wipe up spillages of drinks with minimal prompts from the childminder and her assistant.

Children learn signs to enable them to communicate more effectively with their friends and make their needs known. The environment is planned to make sure that children of all abilities can access the fantastic range of resources. Children show high levels of enthusiasm as they explore and learn. The childminder carefully plans play opportunities which expertly help children to build on what they know and can do. Children celebrate 'wow' moments with the childminder and her assistant. For example, children are praised when they use new words or make sounds they have not made before. Achievements are shared with parents and carers, which makes children very proud and gives them high levels of self-esteem.

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

- The childminder and her assistant give exemplary support for children with a range of needs. They research new ways to support speech and physical development, then plan enjoyable activities which support all children to make exceptional progress from their starting points. For example, children explore shiny sensory toys which fuel their imaginations. They talk about space travel and develop the small muscles in their hands.
- Children have excellent opportunities to learn the language of mathematics. For instance, they search for hidden sea animals in their tray. They compare the sizes, count them and consider how many more there are to find. They explore volume and capacity as they squeeze water in different containers outdoors. Children comment on how their sandwiches are cut into halves, quarters and triangles as they eat their lunch.
- The childminder organises outstanding opportunities for the children to learn about the world around them. For instance, they visit a Sikh temple and learn about other religious beliefs and practices. Children thoroughly enjoy exploring a Chinese supermarket to see what different foods people eat. Children celebrate their own families and discuss their special books with treasured pictures from home.

- The childminder forms close partnerships with staff at other settings children attend and with other professionals. This ensures a united approach to learning and consistent work towards speech and language goals. Children make rapid progress with their speech and language.
- The childminder and her assistant are passionate about developing their knowledge and skills. The childminder has supported her assistant to complete an early years degree course. The assistant shares new teaching ideas and child development theories she has researched with the childminder. They reflect and consider how this can improve their service. For example, they look at different learning styles and identify that some children love transporting items. They have purchased new resources and planned activities to enable children to develop this style of play in their outdoor area.
- Children eagerly join in daily opportunities to sing nursery rhymes and read books. Younger children are exceptionally engaged as they listen to stories and feel the pages of sensory books. Older children show fantastic understanding when using vocabulary such as 'herbivores' and 'carnivores' during their discussions with the childminder.
- Children express wonder as they explore ice and sea creatures outdoors. The childminder challenges them to consider what is happening as the ice melts. Older children identify that it is the sun melting the ice, and younger children identify that it feels cold and slippery. All these experiences develop children's understanding of the world and encourage great communication.
- Children's behaviour is outstanding. The childminder and her assistant have worked tirelessly to ensure that challenging behaviours reduce, which means that all children play incredibly well alongside each other. Children are encouraged to share resources and discuss how they are feeling during activities and story times. They discuss the importance of using 'kind hands', and older children support younger children throughout activities too.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder discusses technology with parents and children to educate them about online safety. Both the childminder and her assistant have excellent knowledge about a wide range of indicators that children could be at risk of harm. They confidently explain local reporting procedures should they have concerns about a child's welfare. They regularly discuss safeguarding and refresh their knowledge in a variety of ways, such as webinars, training courses and childminder groups online. Children are closely supervised, and sleeping children are checked regularly. Attendance is monitored meticulously and any concerns about children are swiftly followed up.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY280957                                                                          |
| <b>Local authority</b>                             | Wokingham                                                                         |
| <b>Inspection number</b>                           | 10137035                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 11                                                                                |
| <b>Date of previous inspection</b>                 | 13 June 2016                                                                      |

## Information about this early years setting

The childminder registered in 2000 and lives in Finchampstead, Berkshire. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children. The childminder works with an assistant. They hold childcare qualifications at level 3 and level 5.

## Information about this inspection

### Inspector

Charlotte Foster

### 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 setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector assessed the childminder's and assistant's understanding of how to keep children safe.
- Parents shared their views of the setting with the inspector through written testimonials.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022