

Childminder report

Inspection date: 27 March 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder has very high expectations of children and uses every opportunity to promote their independence. For example, children consistently tidy up, wipe their own noses, and put on their own coat and shoes before going outside as part of the embedded routine. This supports children to have extremely high levels of confidence, as they know they are capable of doing things for themselves. Children are exceptionally well supported to develop their independence and the resilience they need to succeed as they move on in their learning.

The childminder encourages children to hold the pens and paint brushes correctly to build on their manipulative skills and discuss the meaning to their creations. Children demonstrate their excellent knowledge of colour as they identify colours in the rainbow, such as indigo and violet. Children concentrate for impressive lengths of time and display a very positive attitude. They persevere as they learn to write the initials of their name and draw intricate pictures of rainbows and people. The most-able children learn to recognise sounds and letters that they represent.

All children make consistently high rates of progress from when they first start. Their behaviour is excellent. The childminder has clear boundaries, which children understand and adhere to. The childminder is extremely calm, caring, and highly attentive to children's individual needs. This is evident throughout the session. Older children spontaneously offer to help younger children to complete tasks, such as peeling bananas when they find it tricky.

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

- Through regular assessments of children's play and discussions with parents, the childminder sets out clear and age-appropriate next steps in learning. She takes full account of the different ways that children learn and considers the best ways to maximise learning opportunities for each child. For example, the childminder plans exciting activities for children to learn about colour and shape using paint and shape sorters. For those children who find sitting for longer periods of time challenging, she provides suitable resources, such as shopping trolleys and trikes.
- The childminder skilfully sequences children's development of mathematical understanding and introduces it in a systematic way. She plans maths activities that she adapts to meet each child's stage of learning. For example, during an adult-led activity, she presents a printing activity using shape blocks, which expertly supports children's ages and stages of learning. Older children know complex shapes, such a hexagon and oval, and younger children count the sides of the shapes that they make with the paint.
- Partnerships with parents are exceptional. Parents are involved in their children's

learning from the outset. The childminder uses an excellent range of strategies that suit individual parents to keep them informed about their children's learning. Parents report very high levels of satisfaction and are impressed by all aspects of the care and education that their children receive.

- Children are provided with superb experiences that support their early education and knowledge of the local community and wider world. For instance, the childminder takes children on regular outings to toddler groups, the library, local shops, and places of interest. This helps children to develop an understanding of the world.
- The childminder uses her excellent natural teaching ability as children play. Children have impressive language skills for their age. They join in with everyday conversations that build on their early vocabulary. The childminder uses gentle, purposeful questions to promote children's thinking and problem-solving skills. She repeats back any words that children mispronounce, so that they hear the correct pronunciation. These approaches help to achieve the best possible outcomes for children.
- The childminder successfully promotes healthy lifestyles. She works very closely with parents to ensure that children are provided with a balanced and nutritional diet. Children talk to each other and the childminder about healthy food and teeth. They display a magnificent knowledge of hand hygiene and are very capable of managing their own self-care needs. Children demonstrate their impressive skills as they dress themselves appropriately and venture eagerly outside.
- The childminder keeps her own knowledge and understanding up to date. She clearly focuses her own professional development on meeting the needs of the children who attend. She continuously updates her safeguarding knowledge to ensure that she is always aware of current risks to children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY283805
Local authority	West Berkshire
Inspection number	10317325
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	7
Date of previous inspection	23 May 2018

Information about this early years setting

The childminder registered in 2004. She lives in Newbury, Berkshire. She operates her service from 8am until 4.30pm, Monday to Friday, for most of the year. The childminder offers provision of free early education for children aged three and four years. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Chris Lamey

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 her evaluation of the setting.
- A joint observation was completed by the childminder and the inspector indoors during a focused activity.
- The inspector considered written feedback from parents.
- The childminder and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact on children's learning.
- 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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