

Childminder report

Inspection date: 30 March 2023

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

The provision is good

Children greatly enjoy their time at this childminder's welcoming home. They form secure attachments with the childminder and approach her for comfort and reassurance when needed. Children freely play and explore with a range of resources that match their interests, such as models of their favourite television characters. They make up short real-life scenarios as they role play, such as creating a plot where a character is hurt.

Children behave well in relation to their age. They learn to care for resources and their belongings. For example, children tidy away their toys in the right places, without being prompted. They love to take on roles of responsibility and help with some everyday tasks, such as taking everyone's water bottles to the playroom in preparation for snack time. The childminder offers gentle support, as children learn to share and consider each other's needs.

Children benefit from being cared for by a childminder who understands how important it is for them to be able to express their needs and opinions. Children receive very effective support to develop their speaking and listening skills. For instance, toddlers begin to apply new words they hear from the childminder, such as 'loud', to describe noisy sounds. Older children begin to use adjectives to describe their belongings; for instance, they say, 'I have a blue, spotty top'.

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

- The childminder gets to know children well. She regularly assesses their learning and uses this information to identify next steps in their development. The childminder then uses children's interests and seasonal events to plan and deliver a curriculum that meets these developmental needs effectively. Children's experiences cover all areas of learning. For example, based on their interest in animals, children visit real animals at a local park and learn to name their young.
- The childminder uses many opportunities to model counting objects in sequence. Children begin to independently practise their counting skills when they notice an opportunity. The childminder is close at hand, to encourage them to count one object at a time and in sequence. For instance, at snack time, children try to count the pictures on their water bottles.
- The childminder is committed to continual improvement. For instance, she actively seeks advice and support from external professionals to gain a better insight into ways to support children who have been identified as requiring additional help. Parents are involved in this process from the start. This joint way of working is proving highly effective.
- Children's social skills are developing well. For instance, they regularly meet and socialise with other childminders and their children at local toddler groups.

Children show a willingness to share their play with new visitors; for instance, they confidently show and talk about their favourite toys with the inspector.

- The childminder promotes children's knowledge of healthy lifestyles. This includes daily opportunities in the garden and local parks to build on stamina and strengthen their muscles. Children learn to wipe their noses and are reminded to use antibacterial gel to 'wash away the germs'. This helps children learn about the benefits of good health care.
- Children become familiar with the daily routines in the day. They know what activity comes next as the childminder shares this with them in advance. However, on some occasions, when the childminder is preparing for the next event, she does not fully consider how to ensure that children are fully involved and engaged. This means that children often wait for extended periods of time. At these times they are not engaged in meaningful learning.
- Children develop into confident and independent learners. For example, they like to explore different ways of using paint to make their own creations. The childminder builds their confidence by providing lots of praise. Children demonstrate they are capable of solving problems they may come across in their own play. However, when children participate in an adult-led activity and come across a problem, the childminder is sometimes too quick to give them solutions. This does not provide children with the opportunity to think about ways to overcome problems themselves.
- Parents highly commend the childminder's personalised approach in supporting their children's progress. They state that she has their children's 'best interests at heart'. They value the collaborative way of working and the good-quality progress updates from the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues and understands her responsibilities to keep children safe. She is alert to potential signs that may indicate a child is at risk of harm, such as exposure to extremist views and behaviours. The childminder knows the local procedures to follow to report a concern about a child's welfare. She undertakes regular training to update her knowledge. The childminder maintains a safe home environment, which contributes to keeping children safe. She helps children identify and manage risks, such as when they tidy away their toys to minimise any trips hazards.

What does the setting need to do to improve?

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

- review the organisation of some routines so that children remain interested and purposefully engaged

- improve teaching skills to promote children's abilities to solve problems and think critically.

Setting details

Unique reference number	EY314008
Local authority	Wokingham
Inspection number	10282839
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	12
Date of previous inspection	27 June 2018

Information about this early years setting

The childminder registered in 2005 and lives in Lower Earley, near Reading, Berkshire. She operates Monday to Thursday, from 7.30am to 5.30pm, and Friday, 7.30am to 4.30pm, all year round. The childminder accepts funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sonia Panchal

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.
- The childminder and the inspector completed 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 that this was having on children's learning.
- The childminder and the inspector carried out a joint evaluation of a teaching activity.
- Parents shared their views with the inspector on the education and care the childminder provides.
- The inspector looked at a sample of relevant documentation, including evidence the childminder is suitable to work with children.

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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