

Childminder report

Inspection date: 6 June 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are very happy at the childminder's home. They know the childminder well and are treated as part of her family. For example, children enjoy waving the childminder's adult children off to work and eating meals together with them. Children feel valued and safe in the childminder's home.

The childminder has high expectations of all children's behaviour and learning. Children practise independence and looking after themselves. For example, they learn how to dress themselves and identify their own belongings. Children are developing self-sufficiency, which will support them in their next steps of learning.

Children make ample progress in their learning. There are many opportunities and experiences for children to learn that are based on their interests. Children have a positive attitude to learning, and the childminder consistently fosters this throughout the experiences and activities. Children have lots of opportunities to explore and learn in the outdoor environment. For example, they regularly visit the woodlands. They splash in muddy puddles and make bark rubbing pictures. Children are building fine and gross motor skills while connecting with the natural world around them. Indoors, children enjoy a range of activities. For example, they concentrate intently on using scissors to cut materials up. They build their imaginative skills through superhero play and small-world play.

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

- Parents and carers are extremely happy with the childminder and her provision. They feel that the environment is educational and nurturing. Parents describe the provision as 'invaluable', with one parent stating that the childminder is 'one in a million'. Strong parent partnerships support children's well-being and development.
- The childminder ensures that all children have the opportunity to make connections in the local community. For example, they make weekly visits to local toddler groups, story time at the library and have lunch at the cafe. Children are building relationships in their local community. They are learning about the immediate world around them.
- Mealtimes are a social learning experience. Children independently pour their own water and choose their own fruit. They sit together and discuss what they are eating. The childminder talks to the children about their healthy choices. For example, she tells them that fruit contains vitamin C to keep them well. Children acquire many skills through their mealtime experiences, including making choices, developing independence and learning healthy lifestyle habits.
- The childminder helps all children to make good progress with their communication and language skills. For example, she narrates children's play

and introduces new vocabulary. She models language back to the children through repetition. However, on occasion, she does not allow children enough time to think and respond. This impacts on the opportunities children have to practise new words they have learned.

- There is a balanced curriculum in place. The childminder uses this to provide learning experiences that promote all areas of development. Children are making good progress with the curriculum. They are learning new skills and knowledge daily. However, occasionally, the opportunities for children to problem-solve during interactions with the childminder are not maximised. This impacts on opportunities children have to practise their critical-thinking skills.
- Children have a strong relationship with the childminder and enjoy her company. They laugh and smile together while playing. For example, the children give the childminder a cape to wear. They hold her hand and run across the room, pretending to be superheroes. Children have a strong bond with the childminder. They enjoy inviting her into their play. This allows the childminder to enhance children's learning through interaction and engagement.
- Children are very well behaved. They ask for help and listen to the childminder. The childminder encourages children to self-regulate. For example, she talks to them about how they feel and helps them to solve any conflicts. Children are learning about their emotions and how they might affect others.
- The childminder makes accurate assessments to determine children's stages of development. She successfully identifies any gaps in children's development and learning and ensures that these are closed swiftly.
- The childminder invests in her own development. For example, she accesses training to enhance her practice. She networks with a childminder friend to evaluate her practice through professional discussion. This allows her to continually strive to provide a stimulating and nurturing environment for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is safe and secure. There are child-safe features, such as locks on doors. Visitors are required to sign in and out of the home. Mobile phones are not allowed to be used in the presence of the children. The childminder has secure safeguarding knowledge. She knows how to record and report any concerns that a child may be at risk of harm. The childminder has knowledge on a broad range of topics, including bruising in immobile babies, online safety and substance misuse. She updates her knowledge through training courses and networking with other professionals.

What does the setting need to do to improve?

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

- support children to find their own solutions and problem-solve to further enhance their critical-thinking skills
- allow children enough time to think and respond during interactions to promote language building.

Setting details

Unique reference number	EY321026
Local authority	Wokingham
Inspection number	10289151
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 9
Total number of places	3
Number of children on roll	9
Date of previous inspection	14 November 2017

Information about this early years setting

The childminder registered in 2005 and lives in Lower Earley, near Reading, Berkshire. She operates for most of the year from 7.30am to 6pm, Monday to Thursday, and from 7.30am to 3pm on Friday.

Information about this inspection

Inspector
Nicole Odell

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.

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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