

Childminder report

Inspection date: 21 May 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 arrive happy to begin their day. They demonstrate that they feel happy, safe and emotionally secure in the childminders care. For example, children chat with her enthusiastically and show confidence in their play. The childminder provides children with bespoke settling-in arrangements according to their needs. She takes the time to get to know each child she cares for, working closely with parents. This helps children to settle quickly and build good relationships in the setting.

The childminder has an ambitious curriculum and knows what she wants the children to learn. She focuses her curriculum on developing children's communication, language and social skills. The childminder provides a language-rich environment and supports children's communication well. Children learn new rhymes and sing familiar songs as they play. They show that they understand new words as they use them correctly, for example singing 'row row' as they move in a rowing action. When children mispronounce a word, the childminder sensitively repeats their sentences using the correct pronunciation. She praises children as they repeat her words. Children are becoming chatty, confident communicators.

The childminder has high expectations for children's behaviour. Children share toys and learn to value the differing needs of their friends, as they wait for their turn with favourite toys. They develop the necessary skills in readiness for their eventual move on to school.

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

- The experienced childminder is reflective in evaluating her own practice. She has a positive attitude to her continuous professional development. For instance, recent training has improved her understanding of how to promote children's mental health and well-being in the setting.
- The childminder accommodate parents' needs by offering flexibility with the hours that children attend. However, she does not ensure that she maintains accurate records of children's hours of attendance, as required. To date, this has not had an impact on children's safety or welfare and the childminder demonstrates a commitment to rectifying this immediately.
- Partnerships with parents are effective. Parents are very happy with the service and feel incredibly supported by the childminder. They comment that they are kept regularly informed about their children's day-to-day activities and progress. This helps to support continued learning at home.
- The childminder teaches children the importance of leading a healthy lifestyle. Children have good opportunities to play outdoors and to exercise in the fresh air. They take manageable risks as they climb the steps and go down the slide.

This helps children to build confidence in their own abilities.

- The childminder implements strategies to promote children's good health. For example, she encourages them to wash their hands before eating and talks to them about healthy food choices.
- Children are very inquisitive and continually want to know why and how things work. They enjoy taking part in interesting activities, such as pouring rice through funnels. However, the childminder does not recognise when they would benefit from more time to explore and work things out, such as when they struggle to unblock the funnel spout. This does not promote their independence in solving problems.
- Children visit the local community and learn about the wider world around them. They build on their awareness of others and learn about respecting individuals. Children enjoy visiting the library, where they listen to stories. They have fun and make new friends when they attend toddler groups. These activities help children to develop their social skills and confidence.
- Children benefit from activities to support their mathematical understanding. The childminder has successfully prioritises children's number and counting skills. She skilfully uses opportunities to help children to learn about numbers. For example, children count with her when popping bubbles in the garden. They excitedly talk about the 'big' and 'small' bubbles.
- Children who are learning English as an additional language are quickly broadening their vocabulary. They repeat single words and are beginning to build sentences. The childminder works in partnership with parents to find out key words in children's home languages to aid communication. She names items in both English and home languages. This promotes children's respect for different family dynamics and home languages.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that an accurate daily record is maintained of the names of the children being cared for on the premises, including their hours of attendance.	04/06/2024

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

- enhance the support for children to experiment and problem solve for themselves so that they can develop more independence.

Setting details

Unique reference number	EY331806
Local authority	Wokingham
Inspection number	10335356
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	2 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 June 2018

Information about this early years setting

The childminder registered in 2006 and lives in Wokingham, Berkshire. She operates all year round from 8am to 5pm, Monday to Friday. The childminder offers funded early education for two-, three- and four-year-old children. She holds a relevant childcare qualification at level 6.

Information about this inspection

Inspector

Sarah Richards

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 childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on 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.
- Children spoke with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- 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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