

Childminder report

Inspection date: 14 November 2022

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

The childminder provides a warm and welcoming environment and has established trusting, caring relationships with the children in her care. The children are quick to settle and demonstrate positive attitudes to their learning through play. Children enthusiastically explore the environment and wide range of resources on offer, displaying high levels of involvement and emotional well-being.

The children clearly enjoy playing with the childminder. They leap, giggle and squeal with excitement during games of chase and hide and seek. The childminder's genuine and thoughtful responses to children's comments help to promote speech and language development well. She also enthusiastically praises individual children at every opportunity. This helps to motivate the children to extend their play and opportunities to learn.

Children understand the childminder's high expectations and behave well. They are learning to share, take turns and treat each other with kindness and care. The childminder knows the children well and is attentive to their needs. She is clear about children's starting points and accurately identifies next steps for learning. This helps children make good progress.

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

- The childminder is passionate about her provision and demonstrates a genuine enjoyment of her work with children. She plans and provides a broad, well-sequenced curriculum, which supports children's progress well.
- Children very much enjoy music and movement activities. They are learning a variety of nursery rhymes and songs, with 'Sleeping Bunnies' and 'The Hokey Cokey' being firm favourites. The childminder uses these opportunities to teach children new words and how to move their bodies in different ways.
- Children are provided with a range of opportunities to meet new people and explore the wider world. For example, they attend toddler groups and visit local parks and train stations. These experiences help children to build on their social skills and gain a better understanding of the world around them.
- The childminder knows the children well and plans activities based on the children's interests as well as next steps of learning. For example, she uses toy diggers and dumpers to entice children to complete counting activities. However, at times, the childminder is quick to aid children rather than letting them have a go for themselves. For example, she removes children's footwear for them. This does not promote resilience and independence.
- Children are encouraged to develop their communication and language skills. The childminder repeats what children have said to support the correct pronunciation of sounds, and she models ambitious language choices. For

example, when playing with magnets, she uses the words 'leap' and 'towards' when the beads jump onto the magnet.

- Children enjoy being creative with the childminder. For example, they make musical shakers with bottles, rice, pasta and stickers. Once finished, the children enjoy dancing to music with these and feel proud of their achievements.
- The childminder has good arrangements in place to help new children settle in. She provides opportunities for children to visit at varying times of the day with their parents and has focused conversations about the current care routines and likes and dislikes of the children. This helps new children feel happy and promotes positive emotional well-being.
- Partnerships with parents are strong. Parents feel well informed and supported and speak highly of the care the childminder provides. They comment on her hard work and genuine care and feel that their children are progressing well. Parents are given regular opportunities to share information about observations made at home. This helps the childminder to prepare personalised learning opportunities for the children, which supports good progress.
- The childminder regularly reviews her own practice. She meets with other professionals to share skills and knowledge and attends a range of professional development training opportunities. For example, she recently attended a course regarding partnerships with parents. The childminder now feels better equipped when discussing children's individual needs with parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of her responsibilities to keep the children in her care safe. The childminder ensures that she regularly completes safeguarding training to keep her knowledge up to date. The childminder is clear of the possible signs of neglect and abuse and understands the procedures she should follow should she have a concern about a child's welfare. She also understands reporting expectations should an allegation be made about her or a household member. The childminder ensures that she keeps her home safe. For example, she uses stairgates when appropriate and puts protective measures in place to prevent tripping hazards. Risk assessments for outings ensure the children's safety at all times.

What does the setting need to do to improve?

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

- strengthen skills in supporting children to be resilient when facing new challenges and promote their independence further.

Setting details

Unique reference number	EY344660
Local authority	Wokingham
Inspection number	10235061
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 2
Total number of places	2
Number of children on roll	2
Date of previous inspection	2 March 2017

Information about this early years setting

The childminder registered in 2006. She lives in Wokingham, Berkshire. She operates each weekday, for most of the year, from 7am to 5pm. The childminder has an early years childcare qualification at level 3.

Information about this inspection

Inspector
Zoe Abraham

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 inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The childminder spoke to the inspector about children's learning and development and how this was planned for at appropriate intervals.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector tracked the experiences of children and observed activities and peer-on-peer and adult-child interactions.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views through written feedback.
- The inspector observed an activity and provided feedback to the childminder.

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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