

Childminder report

Inspection date:

5 December 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder is kind, friendly and welcoming. She gets to know the children extremely well as they settle into her home. She gathers useful information from parents before children start and uses a broad range of resources and activities that follow children's interests and abilities. Children show that they have formed strong attachments to the childminder. They readily approach her to play with them and spontaneously cuddle her. She responds to them with warmth and affection.

Children are very happy in the setting. The childminder is a positive role model for them. She offers praise and encouragement, and children develop good levels of confidence and self-esteem. During play, she models taking turns and says 'thank you' when they give her items. The childminder knows what is expected of children when they start school. She supports their independence extremely well. Children learn to put on their coats and shoes and to cut up their own snacks by themselves. Children learn to recognise their names in print as they register themselves each morning and hang their coats on individually named pegs. Children have plenty of space to play, both indoors and outside. The main indoor play space is well organised with a range of resources for children to choose from. Children's artwork is clearly displayed. This promotes their self-esteem.

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

- Partnerships with parents and other professionals are excellent. Effective communication with parents at arrival and departure times ensures continuity of care. The childminder acts on information received from them. Parents have high regard for her. They praise the childminder for the progress their children are making and the level of care she provides. The childminder regularly shares information about the children's development and seeks parents' input. This enables her to have a holistic view of each child's learning.
- The childminder networks well with other childminders in the local area. Together, they visit local toddler groups and the library, which helps children to mix with larger groups and develop their social skills. The group of childminders also host an annual sports event to encourage children to enjoy physical exercise and to develop a sense of community.
- Children enjoy the company of this attentive childminder. They use their imaginations well. For example, they pretend to have a picnic with play food and enjoy deciding what to eat. The childminder is focused on developing children's communication and language skills. She encourages interactions and introduces new words such as 'slide' and 'push' as they pretend to cut pizza.
- The childminder uses her ongoing observations to understand children's interests, learning styles and the progress they are making. She incorporates

their next steps in learning into her planning. Overall, this has a positive impact on developing children's knowledge and skills across the prime and specific areas of learning. However, the childminder does not always identify opportunities to offer even greater challenges to children, to consistently extend their learning.

- The childminder promotes healthy eating and offers children healthy food choices in the setting. She takes children outside, where there is physical equipment for children to use. They also go for regular walks in the local area.
- The childminder teaches children good manners and has high expectations for behaviour, which she consistently communicates to them. She patiently talks with the children, who follow instructions and complete routine tasks independently. For example, they tidy away toys when they finish playing with them to avoid tripping over. Children are extremely well behaved and respectful of one another.
- The childminder carries out some training and keeps her knowledge up to date. However, she does not have a rigorous programme of professional development in order to build on and further improve the quality of her teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training and has a secure knowledge of child protection issues. She can identify signs of abuse and has a strong awareness of possible concerns about a child's welfare. The childminder fully understands the procedures to follow to ensure children are safe. She assesses risks and addresses them quickly, which helps ensure the safety of children in her home and on outings. The childminder keeps accurate records of children's attendance. All accidents and incidents are recorded and the details shared with parents promptly.

What does the setting need to do to improve?

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

- develop high expectations for children's achievements in all activities and provide additional challenge to further their learning
- implement a more rigorous and ambitious professional development programme to further enhance teaching skills.

Setting details

Unique reference number	EY364470
Local authority	Reading
Inspection number	10108672
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	25 November 2014

Information about this early years setting

The childminder registered in 2007 and lives in Tilehurst, Berkshire. She provides care for children Monday to Friday, from 8am to 5pm, all year round. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Jen Staunton

Inspection activities

- The inspector observed an activity and the childminder evaluated the impact of this on children's learning.
- The childminder made some documents available for the inspector to sample, including paediatric first-aid and safeguarding training certificates.
- The inspector talked to the childminder and children at suitable times throughout the inspection.
- The inspector observed the childminder interacting with the children and the impact on children's learning.
- The inspector spoke to parents and took account of their views.

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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