

Childminder report

Inspection date: 6 June 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder's friendly and caring manner makes children feel welcome and happy in her home. Children demonstrate that they feel safe and secure. For example, they cuddle up to the childminder when they need reassurance. The childminder recognises when children are hungry or tired and acts appropriately to ensure that their needs are met. Children behave well. Older children are kind and caring towards younger children. This is illustrated as they help younger children to find resources they might like.

The childminder promotes children's physical development well. Children have plenty of opportunities to run, climb and balance. They use their large muscles to pedal as they ride tricycles around the childminder's garden. Children enjoy using a selection of different-sized brushes to paint with water on the ground. This helps to strengthen their small-muscle movements in readiness for writing. Children are growing in independence and learning the skills they need in readiness for school.

The childminder supports children's communication and language well. For instance, she introduces new vocabulary as children play with the play dough. The childminder introduces words such as 'squeeze', 'pat' and 'roll', as they eagerly explore dough with their hands. This helps children to expand their vocabulary.

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

- The childminder knows children well and talks confidently about what they can do. She plans a variety of activities to support their interests. However, the childminder does not focus effectively on what she wants children to learn when supporting their play and learning. For example, as children attempt to use scissors to cut play dough, she does not focus enough on the physical skills children need to learn next to use the tools correctly. As a result, she does not consistently support children's learning to the highest possible level.
- Children learn early mathematical concepts. For example, they giggle with glee as they pop floating bubbles, and count them as they disappear. The childminder models the correct number sequences for children as they blow bubbles into the air. This helps them to develop their understanding of numbers.
- Parents are extremely complimentary about the service the childminder provides. They praise her for providing a homely and nurturing environment. Parents say that the childminder is kind, caring and flexible. However, the childminder has not fully developed links with other settings that children attend. This does not fully promote consistency in children's care and learning.
- The childminder helps children to develop an understanding of healthy lifestyles. For example, she provides a range of healthy meals and snacks. The childminder provides opportunities for children to have plenty of fresh air and exercise as

they visit the local park. This helps children to develop an understanding of how they can keep themselves healthy.

- Children learn about emotions from a young age. The childminder encourages children to discuss how characters are feeling in books. Children practise pulling faces to represent different feelings. This helps children learn more about their own emotions.
- The childminder is a positive role model and has high expectations of all children. They learn to share the resources and to take turns. Children are praised for their excellent sharing. This helps to raise their self-esteem.
- The childminder talks confidently about the dangers posed to children online. She talks to children about how they can keep themselves safe when using online applications and games. The childminder gives advice to parents about the potential dangers of children being online.
- The childminder regularly takes children on trips, both locally and further afield. For instance, she takes them to toddler groups, aquariums and farms. She complements the experiences children get at home, taking them on buses and trains. This helps to develop their confidence in different situations and their understanding of the world.
- Children have meaningful opportunities to learn about other people and diversity. For instance, they try traditional Chinese foods and use chopsticks, as they talk about Chinese New Year. The childminder regularly visits a local care home with the children for singing and stories. This helps to teach children to value people of all ages.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that could indicate a child may be suffering from abuse. She knows her local authority procedures if she has any concerns about children's welfare. The childminder ensures that she keeps her knowledge and skills up to date through training and research. She knows how to act on any allegations that are made against her or members of her household. The childminder ensures that her setting is clean and safe for children to play and learn in.

What does the setting need to do to improve?

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

- focus more precisely on what children need to learn next when supporting their play and learning
- strengthen partnerships with other settings that children also attend to provide continuity for children's care and learning.

Setting details

Unique reference number	EY369237
Local authority	Wokingham
Inspection number	10288911
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	6 November 2017

Information about this early years setting

The childminder registered in 2008. She lives in Crowthorne, near Bracknell, in Berkshire. The childminder operates term time only, Monday to Thursday, between 7.30am and 5pm. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

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 provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector completed a joint evaluation of an activity with the childminder and discussed their findings.
- Parents shared their views of the childminder's provision 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023