

Childminder report

Inspection date: 6 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children are happy and animated in their play at the childminder's home. The childminder builds kind and caring relationships with children, and they have close bonds. For example, they share lovely interactions, such as giggling and laughing together as they make funny shapes with their faces. Children feel secure and have a strong sense of belonging in the childminder's care.

The childminder has extremely high expectations of children's behaviour. For example, she reminds children to only pretend with the play pasta and not to eat it. Children quickly respond and role model how to pretend with the pasta instead. They have consistently high respect for others and their behaviour is remarkable.

Children have excellent communication and language skills. They speak with increasing confidence and fluency. For example, they talk to visitors about the 'surprise' the childminder is bringing and asks them to close their eyes too. Children articulate well what they already know and have strong foundations for future learning.

Children remember what they have been taught and use this to support their learning. For example, while children hunt for shapes, they remember where to find a book that has a shape of a star. Children's knowledge builds over time, and they learn new concepts easily. As a result, they make good progress from their starting points.

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

- The curriculum is well planned and builds on what children already know and can do. The childminder skilfully observes how individual children prefer to learn and uses this to enhance her teaching and activities. For example, she supports children who prefer to observe activities by role modelling what to do and encouraging them to have a go. However, the childminder does not offer children regular opportunities to be creative in their play. This sometimes limits children's chances to express themselves in different ways and may not yet cater for all children's learning styles. Despite this, children make good progress in all areas of their development.
- Children enjoy listening and joining in with their favourite stories and rhymes. For example, children laugh as they tell the childminder about 'spiders' in a book and say that their favourite rhyme is 'twinkle, twinkle'. Children have a wide vocabulary and a love of reading from an early age. However, sometimes, the childminder does not effectively support children to learn letters and sounds. This, at times, does not support children's early literacy skills.
- Children are learning what makes them unique. The highly experienced

childminder offers children a rich set of experiences to learn about communities beyond their own. For example, when learning about France, they built 'catacombs' in the living room. They also learn about the Festival of Lights and Diwali to recognise families' different celebrations.

- The childminder teaches children to become increasingly independent. For example, children excitedly explain what they need to do when they use the potty and proudly show off their reward sticker once finished. Consequently, children are becoming independent in managing their needs.
- Children have consistently positive attitudes towards play and learning. They show high levels of concentration and are deeply engaged in their work. For example, they delight in the challenge to find the right shapes and colours and keep trying hard to get it right. As a result, children have the skills they need for future learning.
- The childminder is proactive in her professional development and regularly attends training. Her knowledge of how children learn improves over time and this improves her teaching. For example, the childminder now uses observation of learning styles to help her support children in their play. As a result, children learn new skills they need, such as slowing down when entering an activity so they can listen to instructions.
- The childminder has strong partnerships with parents. Parents say she is very supportive and has helped them with advice and top tips for topics such as sleep regression. This supports children with good routines and skills for the future. Parents explain that the childminder offers a home-from-home setting and a nurturing environment where their children thrive. The childminder shares daily feedback on children's learning and development through daily discussion and observations through an online platform. Because of this, parents know how best to support their children's next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her safeguarding knowledge up to date. She has a good understanding of safeguarding issues, for example how to spot the signs and symptoms of children at risk of physical abuse. The childminder monitors injuries to children and is confident in knowing how to report concerns over children's welfare. She carries out daily visual checks for dangers in her home and risk assessments for all outings. For example, she always carries out a visit to the area before children attend. This minimises risk to children.

What does the setting need to do to improve?

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

- further enhance opportunities for children to explore a wide range of media and

materials

- strengthen the teaching of letters and sounds to enhance children's development of early literacy skills.

Setting details

Unique reference number	EY374392
Local authority	Reading
Inspection number	10228463
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	0 to 9
Total number of places	5
Number of children on roll	4
Date of previous inspection	23 January 2017

Information about this early years setting

The childminder registered in 2008. She lives in Caversham, Berkshire. She operates her service Monday to Friday, from 7.30am to 5pm, for most of the year. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mandy Cooper

Inspection activities

- This was the first routine inspection the provider 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 provider.
- Children told the inspector about their friends and what they like to do when they are at the childminder's.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder and inspector completed a learning walk together and discussed the early years curriculum.

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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