

Childminder report

Inspection date: 18 April 2023

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 are settled and feel safe and secure in the care of the nurturing childminder. They have warm relationships with her and seek reassurance from her when needed. The childminder is a positive role model. She instils good manners and values in the children so that they are kind and respectful towards each other. For example, she gently reminds them to say 'please' and 'thank you'. Consequently, children behave well and display good manners.

Children develop their independence well through consistently clear routines and systems. For instance, they wash their hands independently before mealtimes and after using the toilet. Children behave well and follow the childminder's instructions, such as tidying up resources after activities. They relish the praise they receive from the childminder.

Children benefit from the childminder's aspiration to develop their communication and language skills effectively. They have regular opportunities to listen to stories and sing songs. For example, their faces light up as the childminder sings their favourite songs and nursery rhymes.

The childminder has created a welcoming environment. Older children show concern and care for others. For example, they check on sleeping babies and wait patiently for them to wake up, and they happily play together. It is evident that their harmonic relationship with one another contributes to the calm atmosphere of the childminder's setting.

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

- Mealtimes are a sociable experience at the childminder's setting. She narrates and chats to children throughout. Older children learn new vocabulary and younger children babble and begin to form words. The childminder names the fruit she offers them, such as 'pear' and 'banana', and includes words such as 'tasty' to describe them. This has a positive impact on connecting meaning to words and enhances children's speech and language development. Nevertheless, the childminder does not consistently recognise opportunities to support children who speak additional languages. This does not help children to value languages spoken at home and use them freely in their play.
- Overall, the childminder has a clear understanding that children learn effectively through daily activities and routines. She skilfully weaves mathematical learning into this. For example, when the childminder cuts up fruit, she asks children how many pieces are on the plate. This promotes their early mathematical understanding well. However, during adult-led activities, the childminder does not consistently build on children's interests further. As a result, their level of

engagement diminishes and occasionally they wander off. This does not fully support their ongoing learning and development needs.

- The childminder promotes children's social skills and interactions successfully and gives them a rich understanding of their local community. For example, she attends local playgroups and regularly meets up with other childminders who care for children of similar ages. Children form new friendships and meet different people, which enables them to make meaningful connections with others.
- The childminder fully understands that children need fresh air and physical exercise each day. Children enjoy a variety of outings to the local parks, woods and playgrounds. This helps them to build their small and large muscles, provides plenty of physical exercise and promotes their overall well-being.
- The childminder supports children with their independence skills from an early age. For example, they successfully learn to manage their own self-care, such as cleaning their hands after art and craft activities and putting on their boots before they go out into the garden. The childminder gives plenty of praise, which further contributes to children's confidence and high levels of self-esteem.
- Parents speak positively about the childminder and the care their children receive. They comment that they are kept regularly informed about their children's day-to-day activities and progress. The childminder works collaboratively with parents to support children's development and learning, both at the setting and at home. For example, she works with parents when children are ready to be toilet trained.
- The childminder gathers detailed information about children and their families from the start. She finds out about children's routines and development at home, before parents leave children in her care. She uses this, along with her own assessments of children's learning, to plan for the next steps in their development. Children make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust safeguarding and child protection knowledge. She confidently understands her responsibilities to help keep children safe. The childminder ensures that she is fully aware of the work of the local safeguarding children partnerships. There are clear and concise procedures for her to follow if she has concerns about children's welfare. The childminder has a secure knowledge of the procedures to follow should an allegation be made against herself or any adult living in her home. She undertakes mandatory training to help keep her safeguarding knowledge up to date.

What does the setting need to do to improve?

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

- build on children's interests further during adult-led activities to help maintain their concentration and learning focus
- broaden opportunities for children to use the languages they speak in their play and learning.

Setting details

Unique reference number	EY393819
Local authority	Wokingham
Inspection number	10280172
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	7 September 2017

Information about this early years setting

The childminder registered in 2009. She lives in Wokingham, Berkshire. The childminder cares for children from Monday to Friday, from 7.30am to 6pm, term time only. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Katharina Hill

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 provision.
- The inspector observed the implementation of the curriculum during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.
- The inspector considered the written views of parents provided on the day of the inspection.

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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