

Childminder report

Inspection date: 12 August 2024

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 confident, independent and sociable in the care of this attentive and kind childminder. They form strong attachments with the childminder, who knows them well. This helps children to feel emotionally secure and safe. The childminder plans an ambitious curriculum for children based on their interests, needs and abilities. Children thoroughly enjoy a balance of adult-supported activities, as well as those they choose themselves. Children play and explore with enthusiasm and invite their friends to join in. They learn to share and take turns. The childminder skilfully praises and encourages children to try their best, which helps children understand what is expected of them.

The childminder recognises that it is important for children to be active in the fresh air. She provides regular opportunities for outdoor play in her garden, at the local park or the nearby woods. Children develop good physical skills. They increase their stamina and core strength as they balance on logs, climb large equipment and run around. These opportunities promote children's good health and well-being.

Children enjoy the responsibility of helping the childminder carry out routine tasks, such as when they clear away the leftover play dough bits from the floor. The childminder has well-established routines in place and children know these very well. For example, they know they need to wash their hands after play and before meals. This helps develop children's independence and confidence in their own abilities.

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

- The experienced childminder is enthusiastic and committed to her work. She sets high standards for children's care. The childminder conscientiously reviews her provision and ensures that resources reflect children's ongoing interests and needs. The childminder rigorously monitors children's progress to identify any emerging gaps in their learning, such as when they show a delay in their speech. She works closely with parents and external professionals to successfully provide targeted support for these children.
- The curriculum for communication and language is strong. The childminder has a good understanding of how young children develop their speech. She models language well and uses ample opportunities to extend children's vocabulary. For instance, the childminder narrates her thinking process when building a train track. Children are inspired by this approach and apply the words they hear, such as when they use 'curved' or 'straight' track pieces. This shows that children can use mathematical language of shapes correctly.
- Children are curious learners. They ask the childminder questions about things they want to know more about. For example, on their walk, children want to

know which blackberries are ripe to eat and ones that are not. The childminder talks to them about the colours of blackberries and which ones are fine to pick and eat. This helps to raise children's knowledge about nature.

- Children learn about some aspects of diversity in the world they live in. For instance, the childminder takes them on visits around the local area and they meet people from different walks of life. However, she does not always make the most of opportunities to develop a deeper awareness of different faiths, cultures and traditions represented by children attending her setting. This means that on occasion, children are not given opportunities to fully consider similarities and differences between their own and other ways of life.
- The childminder encourages children's imaginative skills well. For example, children role-play making pizzas for the childminder's lunch with play dough. They draw on their prior experiences and know that the 'uncooked pizza' goes in an oven. Children respond to the childminder's questioning with enthusiasm, such as when they say how long the 'pizza' will take to cook. However, when children face challenges in their play, they are not always given the time and space to explore their thinking, test out their own ideas and check how effective their ideas are. This is evident when at times, the childminder swiftly gives children solutions when they are capable of working things out for themselves.
- Parental partnership is highly effective. The childminder gives regular updates to parents about their children's day, as well as their ongoing progress. She provides guidance and ideas for activities to support children's continual learning at home. Parents commend the variety of activities the childminder offers their children. They report how happy their children are and how quickly they build friendships with their peers.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- increase opportunities to expand children's awareness of the similarities and differences between their own cultures and those of others
- extend support for children to develop their skills in solving problems and thinking critically for themselves.

Setting details

Unique reference number	EY394949
Local authority	West Berkshire
Inspection number	10355327
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	26 November 2018

Information about this early years setting

The childminder registered in 2009 and lives in Theale, Berkshire. She works Monday to Friday, from 7.30am to 5pm, all year round. The childminder is eligible to receive funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sonia Panchal

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 viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of a group activity.
- Parents provided written feedback about the education and care their children receive with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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