

Childminder report

Inspection date:

7 November 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 thrive in the childminder's warm and supportive care. They build strong bonds with her. These help children to feel very secure and comfortable. The childminder guides children's behaviour consistently and gently. This helps children to develop their understanding of the behaviour expectations from an early age. The childminder offers children positive praise and encouragement. As a result, children gain high levels of confidence. In addition, the childminder's positive encouraging approach contributes to children wanting to explore and try new things. This motivates their learning effectively.

The childminder has very clear learning intentions to promote children's development. She has a strong understanding of her role in supporting children to progress. For instance, the childminder recognises the importance of repetition to help children practise and develop their skills and knowledge. However, sometimes she does not ensure that she promotes this as well as possible in her teaching. Nevertheless, she knows the individual children's learning needs very securely and monitors their progress over time effectively. This helps her to accurately identify what children need to learn next.

Children benefit from a wide range of experiences that support their learning and development, including planned purposeful activities and outings. They regularly attend group activities, which help them to develop their social skills. Furthermore, these enable children to access new resources and experiences, such as using different equipment to promote their large physical skills.

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

- The childminder has an effective understanding of what she wants children to learn and why. She closely monitors children's development and progress. She identifies children's next steps of learning successfully and provides some very good teaching. However, at times, she does not match her teaching to children's next steps in learning as well as possible to further enhance their knowledge and skills to help extend their progress.
- Children benefit from a wide range of activities to support their learning and development. They took part in a planned activity during the inspection where they used different tools to pick up pom-poms and fill containers. This helped to develop their muscle strength, small physical skills and hand-eye coordination. In addition, children enjoyed music and singing activities, showing their understanding of the actions to familiar songs. The childminder talks to children and uses some Makaton signs. This helps children learn to communicate and gain understanding and use of new words.
- The childminder's consistent warm caring interactions with children ensure that

they feel relaxed and at ease in her care. She provides regular routines so that children know what to expect. This includes outings to children's groups, which enable them to meet a wider group of children and adults in the local area. The childminder understands the importance of giving positive praise and encouragement to support children's self-esteem and confidence.

- Children make choices about their play. They choose toys and activities for themselves, such as simple technology toys to play their favourite song. The childminder uses routines effectively and joins children during their play to support their learning. For example, she counts fruit pieces at snack time and talks about fireworks when children make marks with chalks.
- The childminder offers children opportunities to develop their independence. For instance, young children learn to feed themselves with a spoon. In addition, the childminder encourages them to try and wipe their own hands after eating. She promotes their good health, such as through regular handwashing routines along with fresh air and physical activity.
- The childminder recognises the importance of strong partnership working to support children's needs. She communicates very effectively with parents, including sharing information about children's next steps in learning and care needs. This helps to provide continuity and consistency for children.
- Parents comment positively about the childminder's service. They highlight that the childminder is 'very caring and supportive', 'emotionally nurturing' and that she provides 'a loving stable environment' to children. Parents say their children are happy to attend and that they are progressing in their development.
- The childminder keeps updated with early years practice, including through reading information and completing some training, such as safeguarding. She gains feedback from parents to help her to reflect on the quality of her provision. She completes research to help her identify effective new activities and resources to support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives children's safety and well-being a high priority. She carefully considers arrangements for children to sleep to ensure that these are in line with safe sleeping practices. In addition, the childminder considers children's safety when eating, such as minimising the risks of choking. This includes cutting up food to appropriate shapes and sizes. The childminder supervises children closely in her home and when on outings. She has a confident knowledge and understanding of safeguarding, including possible indicators that may raise her concerns. The childminder understands her responsibilities of making referrals to outside agencies in the event of safeguarding concerns arising.

What does the setting need to do to improve?

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

- enhance teaching to support children's next steps in learning as consistently as possible to help children to extend and build on their skills and knowledge even further.

Setting details

Unique reference number	EY400727
Local authority	Wokingham
Inspection number	10314336
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 1
Total number of places	4
Number of children on roll	2
Date of previous inspection	18 May 2018

Information about this early years setting

The childminder registered in 2009. She lives in Shinfield near Reading, Berkshire. The childminder operates for most of the year, all day, Monday, Tuesday, Thursday and Friday.

Information about this inspection

Inspector

Sheena Bankier

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 childminder.
- The childminder explained how she organises her early years setting and discussed her curriculum learning intentions.
- The inspector observed children's routines, play, activities and interactions with the childminder and assessed the impact of these on their learning and development.
- Discussions were held with the childminder at appropriate times during the inspection.
- The inspector chatted and interacted with the children during the inspection.
- Parents provided written feedback about their experiences of using the childminder to care for their children.
- A sample of paperwork was reviewed during the inspection, such as the childminder's paediatric first-aid certificate.

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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