

Childminder report

Inspection date: 20 November 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

The childminder is extremely caring and sensitive towards the children in her care, who thoroughly enjoy their time with the childminder. Children new to the setting settle well and quickly form close bonds with the childminder. The childminder plays alongside the children and models language very well. She plans rich opportunities for children to learn and skilfully encourages them to lead their own learning. This helps to develop children's independence and confidence. Children are eager to learn about the world and topics relating to what makes them healthy. For example, they take part in conversations about oral health, healthy foods, sustainability and recycling. They discover the properties of water as they excitedly explore a frozen water tray and examine sheets of ice formed overnight. The activities and conversations excite children's curiosity and thinking.

Children are adept at completing tasks for themselves. These include washing hands, wiping their noses, pouring their drinks and being able to put on their own shoes and clothes in preparation for playing outdoors. Older children are praised as they are eager to help the childminder to tidy the toys away and prepare for snack and mealtimes. The childminder establishes consistent rules and boundaries for everyone's behaviour. This helps children to feel secure. Children make good progress. They show good levels of concentration and engagement.

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

- Overall, the childminder's curriculum provides a balance of child- and adult-led activities. The childminder knows when it is helpful to join in and extend children's ideas and when to stand back to allow children to work things out for themselves. This helps children to become successful, self-motivated learners. Although the childminder provides a range of fun activities, she does not consistently focus on fully extending babies' individual skills, which would help raise the standard of learning that they receive.
- Communication and language development are particular strengths of the curriculum. For example, the childminder introduces a wide range of vocabulary, asks questions to prompt children's thinking and supports their developing speech. The childminder and older children hold interesting conversations. Children share their ideas and experiences with increasing confidence. They chat back and forth, developing their conversational skills.
- The childminder supports children's keen interest in books and stories. She provides a wide range of books. Children listen intently to the stories that the childminder reads. They enjoy interactive books and excitedly press buttons to hear different sounds.
- The childminder uses all opportunities as they arise to extend children's mathematical learning, exploring counting, calculation and recognition of shapes.

For instance, children are supported to count how many toys they have collected when tidying away.

- Children learn about being healthy. They know the routines well and are taught the importance of washing their hands before snacks and mealtimes. The childminder provides children with freshly prepared snacks and meals. She vigilantly observes children closely as they eat to ensure that they chew their food.
- Children thoroughly enjoy their time outdoors and the freedom to explore. They have many opportunities to develop their physical skills in the childminder's garden and other outdoor spaces. Children learn to navigate as they manoeuvre themselves up and down different levels, jump in puddles and negotiate the steps of the trampoline.
- Children show positive relationships with the childminder, who knows them well. The childminder helps them to understand about feelings and showing empathy to others. She teaches children about being kind to their friends and using good manners. The childminder supports children to understand differences in others. She sets clear expectations for children to support positive behaviour. Children's behaviour is good.
- Partnerships with parents and carers are effective. The childminder provides regular updates to help parents stay fully informed regarding their child's progress. Parents are positive about the care their children receive, stating that they 'couldn't be happier' and that they are 'continually blown away by the activities and the outings'.
- The childminder is reflective of her practice and networks with other childminders to share ideas and enhance her provision further. She values her continuing professional development to support children's experiences. She undertakes regular training and online webinars to ensure that her practice and knowledge are current.

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:

- focus more precisely on the curriculum intent to ensure that it is reflective of all children's needs and interests, particularly so that babies are consistently engaged and able to explore and learn through active play.

Setting details

Unique reference number	EY407415
Local authority	Reading
Inspection number	10367445
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 February 2019

Information about this early years setting

The childminder registered in 2010 and lives in Tilehurst, Reading. She operates from 7.30am to 6pm, Monday to Thursday, all year round, except for Christmas and family holidays. The childminder holds an early years qualification at level 3. The childminder provides funded early education for children aged two years.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- The childminder took the inspector on a tour of all areas of the premises to understand how the early years provision and the curriculum are organised.
- The inspector and the childminder carried out an observation of a joint focus activity. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including evidence of paediatric first-aid training.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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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