

Childminder report

Inspection date: 6 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 happy and settled. They benefit from a calm and welcoming setting and enjoy their time there. Children form close bonds with the caring childminder and other adults who care for them. This helps children to feel safe and secure. Children build their confidence very well. They are confident to follow their own ideas, which the childminder supports securely. Children make their own choices, and the childminder offers options from a broad range of toys, resources and activities available.

There are high expectations for children's behaviour, including using good manners. Children build on their awareness of positive behaviours, such as taking turns. This was seen when children waited for their friends to climb the steps to take turns on the slide.

The childminder has clear expectations for children's development and progress over time. This helps children to gain the skills they need for the future. The childminder knows the children as individuals and identifies their learning needs securely. She provides children with good-quality consistent teaching, which is mainly implemented effectively. For example, she talks to children, makes eye contact and uses facial expressions when communicating with them. Overall, this helps children develop their language and understanding well. Children engage with interest and enthusiasm in their play and learning.

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

- The childminder has a secure understanding of children's development and progress. She plans activities using her observations and assessments to help children progress. The childminder allows children time to consider their decisions and to try and do things by themselves while being there to support them. She offers encouragement and support, including giving positive praise for their efforts and achievements. This supports children to be confident to have a go and persevere at tasks.
- The childminder ensures she is always at the same level as children during her interactions with them. She offers children plenty of time and attention. She points out things of interest and encourages children to explore differences, such as how fruit and flowers smell and feel. Occasionally, the childminder does not extend discussions with children to help enhance their learning further. This does not always increase children's knowledge or extend their language development as well as possible.
- Children enjoy their play, activities and interactions with the childminder. They learn to focus and sustain their interest, which helps them to develop concentration skills. During the inspection, the childminder promoted children's

recognition of shapes and numbers during a focused activity. At times, the childminder does not consistently build on opportunities when they arise for children to practise and recall their prior learning, such as counting skills.

- The childminder and her co-childminders work closely together to provide a consistent approach for children. They reflect on their practice and quality of provision to identify what they do well and to make improvements. The childminder understands her responsibilities to support those working with her effectively and ensures they maintain their knowledge and understanding about their role. This helps everyone to meet the needs of children.
- Children learn about their own needs and those of others in the caring childminding environment. For example, children bathed their 'babies' kindly and cared for them. The childminder promotes children's understanding of treating their friends with kindness and respect. Children develop their awareness of safety securely. They know to sit down when they have their drinks and they sit sensibly at the table to eat.
- The childminder has a positive approach to training and professional development. She uses new knowledge from training to support children's learning and needs, including their emotional well-being. This has helped the childminder build children's confidence and social skills effectively, for example to join in and play with others.
- There are strong partnerships with parents. Parents' feedback is highly complimentary about the childminding setting and what this offers their children. They comment that there is 'excellent' communication with the childminder. The childminder provides ongoing feedback about children's care needs, activities and progress. She makes suggestions to parents about how they may be able to support their children's learning at home.

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:

- enhance teaching further to build on children's developing understanding and language development even more effectively
- support children more consistently to recall and use their prior knowledge and skills to help them to practise and embed these further.

Setting details

Unique reference number	EY418065
Local authority	West Berkshire
Inspection number	10260158
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 2
Total number of places	12
Number of children on roll	3
Date of previous inspection	10 September 2018

Information about this early years setting

The childminder registered in 2010. She works in Hungerford, Berkshire. She offers childminding throughout the day, Monday to Friday for 48 weeks a year. The childminder works with two other registered childminders and has two assistants registered to work with her. The childminder receives funding to provide free early education for children aged two years. She holds a relevant early years qualification at level 3.

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's inspection took place at the same time as one of her co-childminders.
- The childminder spoke to the inspector about children's learning and development and how she supports their progress.
- 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 childminder and the inspector held some discussions during the inspection.
- Parents provided written feedback to offer their views about the childminder's service and their children's time there.
- The inspector interacted with and chatted to the children at appropriate times during the inspection.
- A sample of documentation was reviewed as part of the inspection process.

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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