

Childminder report

Inspection date:

3 July 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Although children are generally well occupied, adults do not extend their learning and development to a consistently good level. Teaching is sometimes variable and interactions with children are not always considered well enough. Nevertheless, the childminder knows the individual children well and the support they need. She demonstrates understanding of the learning intentions for planned activities. However, learning through play and other activities is sometimes not effective enough to ensure children make further progress.

Children benefit from positive relationships with the warm and caring childminder and her assistants. This helps children to feel settled and at ease. Children enjoy their play and make their own choices from the toys and resources. They gain a sense of responsibility, such as helping to tidy up. Adults encourage children to use polite manners. They intervene when needed to direct children's behaviour. However, they do not sufficiently develop children's understanding of the behaviour expectations.

The childminder does not fully promote children's understanding of healthy lifestyles. For example, she does not build children's awareness of healthy eating choices. However, children generally follow consistent routines to support their awareness of good hygiene, such as washing hands. Children develop independence. For instance, they learn to put on and take off their own shoes. Children develop their large and small physical skills well. For example, younger children learn to feed themselves with a spoon and older children develop balancing skills.

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

- The childminder has made some recent improvements to her setting, although these are not yet fully embedded. She provides guidance to her assistants. However, she does not fully identify all areas of practice to improve. She is, though, making some progress to move her provision forward. For example, she has sought support from early years professionals and booked paediatric first-aid training for some assistants. The childminder has updated her understanding of notification to Ofsted. She now only includes assistants with suitability clearance in ratios.
- The childminder plans for children's next steps in learning and works towards these. However, children's learning is not always considered well enough to promote their further progress. Although adults are kind and caring towards children, their teaching is sometimes variable. They do not consistently extend children's knowledge and skills. Children sometimes receive brief interactions, which are not sustained well enough. Occasionally, children are left to their own

devices without purposeful play or interactions, such as when the daily routine changes.

- There are times when adults support children's play and learning suitably, including singing songs or encouraging colour recognition. Adults know children's favourite resources, such as bubbles. Children enjoy some planned activities. For example, children enjoyed playing with jelly. Adults promoted some learning, including asking some appropriate questions and they encouraged children to find items hidden in it. In addition, they support children's vocabulary when they used words, such as 'squishy' and 'squeeze'.
- Children show some understanding of expectations, including to be quiet when the other children are going to sleep. Adults respond to children's disagreements. However, they do not develop children's understanding of the behaviour expectations sufficiently, such as sharing and turn taking. This does not support children's understanding of managing their own behaviour.
- The childminder encourages children to build friendships with each other, such as playing games together. Adults regularly praise and encourage children to support their self-esteem. They are sensitive to the individual needs of children, including those who may need more emotional support. Adults give cuddles and reassurance to children when needed to support their emotional well-being.
- Children and adults generally follow good hygiene routines to help minimise the spread of infection. The childminder does not raise children's awareness of healthy lifestyles, including making well-balanced food choices. For example, during the inspection, it was observed that some children mainly ate crisps and cake for lunch.
- The childminder is aware of her responsibilities to support children with additional needs. She works closely with parents and any professionals involved to help provide a consistent approach. Parents have access to an online app, which provides information to them along with discussions about their child's day. Parents' feedback reflects that children are happy and enjoy their time at the setting and that the adults are caring.

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:

- develop the quality of teaching, interactions and the planning of learning experiences for children, to provide consistently good support for their ongoing progress

- build on children's understanding of the behaviour expectations to help them learn how to manage their own behaviour
- extend the assistants' skills and knowledge to promote more effective and consistent practice and raise the overall quality of the provision further
- raise children's awareness of healthy lifestyles to encourage them to make healthier choices.

Setting details

Unique reference number	EY430995
Local authority	West Berkshire
Inspection number	10352453
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 10
Total number of places	16
Number of children on roll	25
Date of previous inspection	19 March 2019

Information about this early years setting

The childminder registered in 2011. She lives in Theale, Berkshire. The childminder employs assistants who work with her at varying times. She provides childminding for most of the year, Monday to Thursday from 7.30am to 6pm and on Friday from 7.30am to 4.30pm. The childminder receives free early education funding for children aged two, three and four. She holds a recognised early years qualification at level 2.

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 and inspector held some discussions during the inspection, including about how she organises her early years provision.
- 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 inspector interacted and chatted to the children during the inspection.
- Parent feedback was gained by the inspector through discussions and reviewing messages and emails sent to the childminder on the day of the inspection.
- The inspector talked to the assistants present and checked their knowledge of safeguarding.
- A sample of documentation was reviewed, including 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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