

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 settle easily on arrival. They enjoy a calm, supportive and caring environment where their individual needs are known and met well. Children develop strong bonds with the childminder and they feel at ease in the care of other adults working in the setting. Children behave well. The childminder promotes their positive behaviours, such as sharing, and being kind and inclusive to other children. This was seen during the inspection when the childminder encouraged children to share and enjoy a book together as a group. Children enjoy their time at the setting. They become involved in play and activities and sustain their interest strongly.

The childminder understands what she wants children to learn and the skills they need to gain to be ready for school in the future. Children build on many skills successfully, such as developing their concentration, listening skills, self-care and independence. The childminder provides consistent positive interactions with children, using both speech and actions to support their understanding. She generally supports children's language development securely, for example through discussions and talking about their play and activities. Overall, the childminder's teaching is effective to support children's learning and development. For example, she teaches them mathematical language and concepts, for example identifying wooden decorative animals as being 'tall' and 'short'.

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

- Children benefit from and very much enjoy the childminder's company and her positive interactions. They build trusting relationships with adults and develop early friendships with other children. The childminder supports children's emotional well-being securely, including through discussions and using books to explore and recognise feelings.
- Overall, the childminder provides effective teaching. She has a clear understanding of what she is teaching and why. For example, she builds children's understanding of mathematics well. As children counted items, the childminder extended this to promote their awareness of the different quantities of each set of items. Occasionally, the childminder does not fully consider her teaching to enhance children's learning further. For example, sometimes she quickly offers an explanation to children. This does not always give children time to think and respond with their own thoughts.
- The childminder supports children's curiosity well, for example by offering real fruit to compare with plastic play food and asking questions about their differences. Children enjoy discussions and reading books with the childminder. They concentrate well and the childminder talks about the pictures and the story and asks appropriate questions. However, sometimes she does not widen

children's vocabulary as well as possible, for example by teaching them the names of things they explore.

- The childminder promotes children's independence and self-care securely. This was seen during the inspection when she gave guidance to a child about how to undo buttons on their clothing. The childminder offered plenty of praise and encouragement, which helped the child persevere with the task and develop their independence.
- Children have access to a well-resourced learning environment. They follow their own choices and interests, which the childminder supports well. This helps children make their own decisions about their play. The childminder helps children to recognise how to keep themselves safe. For instance, she asks children questions to help them recognise potential dangers or hazards, such as scissors being sharp.
- The childminder understands her role and responsibilities securely, including ensuring she notifies Ofsted about changes, such as to adults working with her. She supports the adults working with her in their roles, including regularly reviewing their skills and knowledge and providing information to keep them updated. This helps to ensure those working with children understands their role securely.
- The childminder completes regular professional development and training to develop her practice. She works closely with her co-childminders to continually reflect on the quality of their setting and to develop the overall quality of the provision.
- The partnerships and communication with parents are strong. The childminder works closely with parents to support their children's needs consistently. She provides ongoing feedback to help parents understand their child's day and the progress they are making. Parents' feedback reflects their high appreciation of the care and learning experiences provided by the childminder for their children.

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:

- build further on interactions that help children to think things through, to support them to respond with their own thoughts and ideas more effectively
- enhance teaching skills to help extend children's knowledge and skills and support their further progress.

Setting details

Unique reference number	EY434011
Local authority	West Berkshire
Inspection number	10260159
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 5
Total number of places	12
Number of children on roll	4
Date of previous inspection	7 June 2019

Information about this early years setting

The childminder registered in 2011. She works in Hungerford, Berkshire. She offers childminding from Monday to Friday throughout the day for 48 weeks a year. The childminder works with two other registered childminders and has an assistant registered to work with her. She holds an appropriate home-based childcare qualification.

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 to the inspector how she supports children's learning and development and provided information about her learning intentions for activities.
- Parents provided some written feedback for the inspector about the childminder's service, including information about the support their children receive.
- The inspector observed children's play and learning experiences, indoors and outdoors, and evaluated the impact of these for their learning.
- The childminder provided documentation for the inspector to review.
- The childminder and the inspector held some discussions during the inspection at appropriate times.
- The inspector interacted with children at appropriate times.
- The childminder's inspection took place at the same time as one of her co-childminders.

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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