

Childminder report

Inspection date:

6 February 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder creates an environment for children that is welcoming and homely. She supports children warmly to settle into their surroundings. For instance, the childminder puts soothing background music on and softly reads stories to support children to feel calm and relaxed. Children enjoy exploring bubbles and using their fingers to pop them.

Children have the opportunity to engage in activities that are age appropriate and stimulating. The childminder supports them well using thoughtful interactions. For example, the childminder uses wooden blocks to support the youngest children to develop their physical skills when stacking them on top of one another. The childminder is creative in her role and uses a doll to show children how to do this. She holds the dolls' hands and stacks the bricks on top of each other. The youngest children observe and have a go.

Children are comforted by the childminder. They build strong relationships that help them feel safe and secure. The childminder supports the children to regulate their emotions and understand their feelings using gentle interactions. This helps children build strong relationships and lay healthy foundations for future learning.

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

- The childminder has a good understanding of the areas of development, and she reflects on these during activities. She evaluates children's learning and explores ways to suitably challenge them to enhance their skills. Therefore, children are securing meaningful learning across the curriculum which supports them to move forward in their early education.
- The childminder is warm, caring and attentive to the children's care needs. She effectively supports the children's personal, social and emotional development. With warm interactions, she ensures that the children in her care feel safe. She has clear intentions of how she can best support them. For instance, her initial goal for new children is for them to feel secure in their new environment and build positive relationships. She understands that this is a crucial aspect for children to learn before they can move on to other areas of development.
- The childminder seeks ways to grow and improve her practice. For instance, she does some training with other local childminders. However, she does not have a precisely focused plan for her continuous professional development, to help her further develop the provision she offers.
- The childminder values parents as partners and seeks ways to establish good relationships to best support the children in her care. Parents feel supported and are happy with the care that their children receive.
- The childminder has put in place appropriate rules and boundaries. She supports

children to follow these with gentle encouragement and guidance. This has a positive impact on children when developing strong foundations for making good choices. Furthermore, children are gaining a sense of right and wrong.

- Children love being outdoors. The childminder takes children outside so they can explore the natural world that they live in. For example, she takes the children for nature walks. While outside, she points to and identifies different species of birds. She interacts with the children in a way that engages them, and she offers explanations to further develop their knowledge. This helps the children to understand their physical world and enriches their vocabulary.
- The childminder is inclusive in her practice, and she reinforces equality for all. She encourages children to respect each other and to understand the similarities and differences between them. This supports children to develop a positive sense of self and to feel part of their community.
- The childminder effectively risk assesses both the indoor and outdoor environment. She is watchful for dangers and seeks ways to minimise any identified risks. The childminder strengthens safety routines by being consistent and revisiting safety practice. She checks children's understanding, which helps to ensure they remember the routines and what they have learned about staying safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her duty to protect children and keep them safe. She is aware of the responsibility she has to refer any concerns to the correct authorities and to follow her procedure. The childminder is watchful for changes in behaviour that could suggest a child is suffering harm. She has good knowledge of the signs of abuse and wider safeguarding concerns. The childminder is alert and committed to protecting children and will act without delay. Keeping children safe is of the utmost importance to the childminder. She practises fire evacuation procedures with the children regularly and ensures her first aid is current and kept up to date.

What does the setting need to do to improve?

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

- focus ongoing professional development more sharply on further building knowledge and skills, to raise the quality of provision even higher.

Setting details

Unique reference number	EY446279
Local authority	West Berkshire
Inspection number	10228666
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	7 February 2017

Information about this early years setting

The childminder registered in 2012. She lives in Reading, in Berkshire. The childminder operates from Monday to Friday, between 7am and 6pm, all year around.

Information about this inspection

Inspector

Kelley Ellis

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 provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their curriculum.
- 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 observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023