

Childminder report

Inspection date: 31 October 2022

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 feel comfortable and at ease in this childminder's warm and welcoming home. They benefit from her strong focus on supporting their well-being. Children love spending time with the childminder. She knows them extremely well and is nurturing and kind. Babies have beaming smiles and joyfully laugh as the childminder playfully copies their early sounds and facial expressions. Older children enjoy having conversations with the childminder. They are eager to talk to her about their interests and experiences. The childminder listens and allows children the time they need to share their thoughts and ideas. Children are confident, feel valued and demonstrate their strong sense of belonging.

Children of different ages play together harmoniously. They are kind and considerate of one another and learn to share and take turns. For example, children build towers for the babies to knock down. They sensitively praise their younger friends and form close bonds with one another. Children relish the responsibility of showing the babies how to stack the cups. Babies focus intently as they have a go at this task and develop their hand-to-eye coordination. Children thoughtfully consider how they can arrange the cups in size order. They respond with enthusiasm to the challenges the childminder sets them. Children make good progress in their learning and development through the carefully thought out and well-planned activities the childminder provides.

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

- The childminder encourages children to develop a love of reading. She reads stories with enthusiasm in an engaging manner that captures children's interest. The childminder supports children to use the new words they hear, such as 'instrument' and 'maraca' as they point to pictures in the books. This helps children gain a wide and varied vocabulary as they develop their communication and language skills.
- The childminder supports children to make marks and develop their fine motor skills. For instance, children make pictures of rainbows using coloured pens. They carefully draw lines to join two clouds together and enjoy being creative as they choose different colours. Children respond with pride as the childminder praises their efforts and celebrates their achievements.
- The childminder identifies where there might be gaps in children's experiences, particularly in relation to the COVID-19 pandemic. For instance, she recognises that children would benefit from more time spent outside in the natural environment. The childminder plans opportunities for children to get plenty of physical exercise. They take daily walks and regularly visit local parks and woodland areas.
- The childminder joins in children's play. Her interactions with children are

engaging and support their curiosity and positive attitudes to learning. However, at times, the childminder does not provide children with deeper information about what they are learning about. Therefore, children do not always extend their knowledge and understanding to the highest level.

- Children display excellent manners and know what the childminder expects of them. For instance, children politely ask to leave the table when they have finished their snack. They take care of their things and independently put away toys and resources when they have finished with them.
- The childminder is attentive to the care needs of babies. She is aware of the subtle cues that indicate they might be tired or hungry. The childminder responds swiftly to make sure babies get rest and sleep when they need to. They are, therefore, happy, settled and engaged when they play and learn.
- The childminder works in close partnership and communicates effectively with parents and other settings. She ensures she finds out detailed information from parents and children's previous settings when they first start. This helps the childminder to best support their individual needs. She continues to share information with parents to support children's learning at home.
- The childminder is diligent in ensuring she completes mandatory training in keeping children safe. However, she has not yet undertaken any professional development in areas to enhance and improve her support for children's learning to an even higher level. The childminder plans to seek out opportunities to further her knowledge and skills. She is aware of the positive impact this would have on children achieving the best possible outcomes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role in keeping children safe. She has a good knowledge of local safeguarding procedures and how to report any concerns she may have. The childminder is aware of the signs that a child may be suffering from abuse or at risk of harm. The childminder assesses her home and any outings she arranges for risks, in order to minimise hazards. She ensures she is aware of children's allergies to safely provide meals that meet their dietary needs. The childminder supports children to keep themselves safe. For instance, she helps children carefully cut their own apples at snack time and teaches them to hold the knife safely.

What does the setting need to do to improve?

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

- build on interactions with children, to provide them with more in-depth information and extend their understanding around what they are learning about
- identify and undertake professional development opportunities to raise practice

and knowledge to an even higher level.

Setting details

Unique reference number	EY447353
Local authority	Wokingham
Inspection number	10228674
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 10
Total number of places	4
Number of children on roll	9
Date of previous inspection	16 February 2017

Information about this early years setting

The childminder registered in 2012. She lives in Earley, in Reading, Berkshire. She works Monday to Thursday, from 8am until 6pm. The childminder has a relevant early years qualification at level 3. She is registered to receive funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Alice M Roberts

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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 and assessed the impact that this was having on children's learning.
- Parents provided written feedback for the inspector.
- The inspector spoke to children at appropriate times throughout the inspection.

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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