

Childminder report

Inspection date:

9 November 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 enjoy a wide range of activities in their local community. Children look forward to their 'Welly Wednesdays', when they explore the local woods and jump in lots of muddy puddles. Children learn to stay safe by the road. They happily point out horses and dogs as they walk. Children discuss the changing colours of leaves. The childminder encourages them to see if their leaves sink or float on puddles. These experiences support children to develop an understanding of the natural world and they get plenty of exercise.

Children form close bonds with the warm-natured, caring childminder. They regularly come to her for a cuddle and reassurance. Children learn to be kind to their friends and share toys, with regular reminders from the childminder. The childminder makes sure there are activities available which follow each child's interests. She provides a changing shelf of resources and books each week. This encourages children to learn about new subjects, such as caring for their teeth. The childminder is quick to notice when children are hungry and tired. Children bring pictures of their families to share with each other. They enjoy talking about their families while they peg the pictures on a line. This helps them learn about the similarities and differences between people.

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

- The childminder helps children develop a love for reading. She provides a good selection of books which link to children's interests. This helps children improve their early literacy skills while they listen to stories, repeat new words and develop their understanding. For instance, children pretend to blow candles out on a birthday cake as the childminder reads, showing they remember this from reading the story before.
- The childminder encourages children to count and discuss size during their daily routine. However, at times, she does not offer older children sufficient challenge to develop their early mathematical skills. For example, opportunities to count beyond five, recognise numbers and match items are not fully explored. This does not support some children to make the highest levels of progress.
- The childminder forms good partnerships with parents. They report the childminder treats children as if they were her own. Parents appreciate the social skills, vocabulary, and imaginative play their children develop. They value the childminder's flexibility to their ever-changing needs, and the fun range of activities she offers.
- The childminder plans lots of activities to help children develop their communication skills. For example, they learn nursery rhymes and happily recite them, as they get ready for their community trips. However, at times, some children use dummies during activities, which does not support their language

development to the highest levels. On occasion, this prevents them from verbalising their thoughts and choices.

- The childminder plans experiences to teach children about different religions and cultures. For example, children learn how Diwali is celebrated. They discuss different lights and explore coloured rice and pasta. This helps develop the muscles in their hands and arms, while they pour it into different containers. Children learn what jobs people do. For instance, they visit the local fire station and horse stables to talk to staff.
- The childminder uses different methods to keep her knowledge up to date. She completes short courses to develop her teaching skills. The childminder watched webinars to learn about the revised 'statutory framework for the early years foundation stage.' This helps her keep up to date with legal requirements and develop good teaching practice.
- The childminder plans activities to help children develop their independence skills. For example, children learn to cut their fruit at snack time and get dressed for outdoor play. She helps children understand the importance of good personal hygiene. She offers timely reminders for handwashing and nappy changes.
- Children learn to play well alongside each other and share resources. The childminder gives plenty of prompts to help them learn how to take turns. The childminder gives lots of praise when children show positive behaviour, which encourages their friends to do the same.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of reporting requirements if she had concerns about a child. She outlines many different indicators which could mean a child is at risk of harm. The childminder updates her safeguarding knowledge regularly through a variety of training courses and webinars. The childminder has established procedures she follows, to make sure children are safe on community outings. For example, children wear high-visibility vests with contact details on them. They learn the importance of road safety and listen carefully to instructions from the childminder.

What does the setting need to do to improve?

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

- continue to develop strategies which enable children to self soothe and develop their communication skills to the highest levels.

Setting details

Unique reference number	EY458561
Local authority	West Berkshire
Inspection number	10228777
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 11
Total number of places	6
Number of children on roll	23
Date of previous inspection	9 January 2017

Information about this early years setting

The childminder registered in 2013. She lives in Reading, Berkshire. She operates Monday to Friday, from 9am to 2.45pm at her home address, all year round. During term time the childminder operates from a church hall in Reading from 3.30pm to 6pm. The childminder receives funding for the provision of free early education for children aged 2. The childminder is eligible for funding for children aged 3 and 4. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Charlotte Foster

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 setting.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector evaluated a planned activity together.
- The inspector assessed the childminder's understanding of how to keep children safe.
- The inspector read written statements from parents to gain their views on the setting.

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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