

Childminder report

Inspection date: 17 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 are very happy in the care of the childminder. They are treated with kindness and care in this warm and nurturing home-from-home environment. The children form strong bonds with the childminder, seeking comfort in cuddles when they become upset or frustrated. The childminder is highly enthusiastic about providing an exciting environment for children, which reflects their changing interests. For example, she chooses specific resources to enrich their understanding of seasonal changes and festivals. These resources provide good opportunities for the children to develop their speech and language skills.

The childminder plans activities based on the children's interests, what they can do now, and what they need to learn next. Carefully chosen resources promote children's engagement in their play and learning. She ensures that children have opportunities to be physically active, such as at local parks and in the garden. The children also enjoy riding on tricycles to further develop gross motor skills. Children are making good progress in preparation for the next stage in their education.

The childminder is keen to give the children a breadth of experiences, such as seeing the flowers laid for the late Queen. This enhances their understanding of the world around them.

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

- The childminder provides the children with a stimulating curriculum and offers a wide range of age-appropriate resources. She thinks carefully about how to engage the children in their learning through play when planning activities. For example, adding crushed cereal and spoons to a flower game kept the children enthused and engaged in their learning. The children enjoy the experiences the childminder offers, and this helps them make good progress.
- The childminder establishes secure and trusting relationships with the children and their families. Thoughtful and flexible settling-in procedures are in place to enable smooth transitions for the children between home and the setting. The children feel safe and have a sound sense of belonging, which promotes self-esteem and positive levels of well-being.
- The childminder is knowledgeable about early education and has a good understanding of all areas of learning. The children make positive improvements in their learning in her care. However, at times, the childminder does not prioritise the prime areas of learning for the very youngest children, which leads to gaps in skills required to make the very best rates of progress.
- The childminder keeps up to date with relevant training. She is self-reflective in her practice and feels well supported by a mentor through their weekly meetings and regular correspondence. The childminder actively seeks out additional

professional development opportunities, which support her ability to provide high quality care for all children.

- The children are clear about the childminder's expectations. All children remove shoes at the door and wash their hands on arrival. They then happily engage in activities or play with toys and resources, knowing how to access these for themselves. The children's independence skills are further promoted by the childminder's expectation of children to access their own tissues for nose blowing, tidy up toys when finished with, and zip up their coats. This supports children to become self-assured, confident and independent learners.
- The childminder fosters a love of books and stories. She ensures age-appropriate texts are readily available and accessible to children. Children enjoy sharing books with one another and the highly animated, engaging childminder. This further fosters a love for literature.
- The childminder works very well with parents to support children's transition into the setting. Parents are very happy with the care their children receive and appreciate the regular and informative communications sent by the childminder. Parents are very happy with the progress their children are making and particularly appreciate visits that the childminder provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibility to keep the children in her care safe. She is aware of the possible signs of neglect or abuse, and is clear about what procedures to follow and who to contact, if a concern about a child arose. The childminder regularly checks the premises and equipment and has robust risk assessments in place for the setting and any visits. This helps to always keep the children safe. The childminder has up to date training and a sound knowledge of paediatric first aid. She keeps accurate and informative records of any injuries or incidents, and these are shared with parents.

What does the setting need to do to improve?

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

- strengthen curriculum planning for the youngest children and ensure there is a precise focus on the prime areas of learning.

Setting details

Unique reference number	EY461106
Local authority	Wokingham
Inspection number	10228805
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 8
Total number of places	7
Number of children on roll	7
Date of previous inspection	15 December 2016

Information about this early years setting

The childminder registered in 2013. She lives in Finchampstead, Berkshire. The provision operates Monday to Thursday, from 7.30am to 5.30pm and Fridays, 7.30am to 4pm, all year round.

Information about this inspection

Inspector
Zoe Abraham

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 childminder showed the inspector the premises and demonstrated how they ensure these are safe and suitable.
- Children communicated with the inspector about what they enjoy doing at the childminder's provision.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- At appropriate intervals, the childminder spoke to the inspector about children's learning and development and how this was planned for.
- Parents shared their views through written feedback.
- The inspector tracked the experiences of children and observed activities alongside peer-on-peer and adult-with-child interactions.
- 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.

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