

Childminder report

Inspection date: 23 February 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

The childminder provides a warm and stimulating environment where children are happy and excited to learn. Children experience love and praise, which helps them to feel emotionally secure. They show independence from an early age and confidently seek help when they need it. The childminder knows the children well. They thrive through nurturing interactions and make good progress from their starting points. Children play together cooperatively and are sensitive to the needs of younger children. For example, older children are mindful and make room for younger children to sit for a group activity.

Children develop a love for books and share their favourite books with each other. The childminder skilfully brings stories to life by actively engaging children. For instance, children eagerly pick up toy sea animals and name these as they appear in a book about the ocean. They show delight as they hear waves of the sea when they put different shells to their ears. This helps to promote children's passion for learning and literacy. Children behave well. They follow a well-established routine where the childminder explains what is going to happen next. This helps children know what to expect. They show respect and say 'please' and 'thank you' when interacting with others.

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

- The childminder has a good understanding of how children learn and offers a well-sequenced and ambitious curriculum. Children build on their skills and have ample opportunity to practice these to develop proficiency. For instance, young children begin making patterns on a whiteboard and, once mastered, they move on to using various writing tools on paper.
- The childminder plans activities to match children's interests. She makes learning meaningful and is receptive to children's requests. For example, children hear the word 'treasure' in a story and want to do a treasure hunt. The childminder hides objects in the sand tray. Children display high levels of engagement and persevere to find buried treasure in the sand.
- The childminder models language well and holds interesting conversations with children. She expands short phrases into sentences. However, at times, the childminder does not give children time to think when a question is posed. They are not always supported to share their ideas and thoughts to develop their critical thinking skills. For instance, children play with toy food and place a whole egg between two slices of bread to make a sandwich. They notice that the top slice of bread is wobbly but are not given the opportunity to work out how to make the sandwich more stable.
- The childminder works hard to find new ways to make the provision for children even better. However, she does not always make the best use of opportunities

to broaden children's knowledge. For example, older children are asked to name colours of the animals which they already know.

- The childminder monitors children's progress effectively and identifies areas where she can support them. For instance, she works with children to use the toilet independently and they say, 'I can do it myself'.
- The childminder communicates effectively with other settings that children attend. This means children receive continuous care, and progress well in their learning.
- The childminder builds trusting relationships with the parents and knows the families well. Parents speak highly of the care and education their children receive. They value the regular communication about their child's ongoing progress. They comment on how sociable and well behaved their children are since starting at the setting.
- Children practice good hygiene routines throughout the day. They know that when they rub their hands together with soap and water, lots of bubbles appear which wash away germs on their hands.
- The childminder recognises that children may not have had many opportunities to socialise due to the COVID-19 pandemic. Children have daily opportunities to explore their local area and experience new social situations, such as regular play sessions with a network of childminders and children they care for, and local visits to the park and library.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training. She has a secure understanding of her responsibility to protect children from harm and the risk of being exposed to extremist views. The childminder recognises the possible signs and symptoms of abuse and knows the local procedures to follow if she needs further help or to report any concerns. She ensures that her home is risk assessed and maintained to a high standard. Children learn to keep themselves safe and manage risks. For instance, they recognise that sand has fallen on the floor and needs to be swept up, as it is a potential slip hazard. This has a positive impact on the children's safety and welfare.

What does the setting need to do to improve?

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

- focus more clearly on the interactions with children during activities, to extend challenges in their individual learning
- make the most of existing opportunities to further support children's ideas and critical thinking skills, to take their learning to a higher level.

Setting details

Unique reference number	EY461730
Local authority	Wokingham
Inspection number	10066987
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	6
Number of children on roll	6
Date of previous inspection	27 May 2016

Information about this early years setting

The childminder registered in 2013 and lives in Woodley, Berkshire. She operates Monday to Friday, from 7am to 6pm, for 48 weeks a year. The childminder receives funding to provide free early education for three- and four-year-old children.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- This is 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on the children's learning.
- The inspector looked at written testimonials from parents and took account of their views.
- 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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