

Childminder report

Inspection date: 18 January 2024

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 happy and confident and feel safe with the nurturing childminder. They form close bonds and readily approach her if they want reassurance. The childminder is a good role model. Children copy her good qualities, such as showing they are helpful and kind to others. For example, older children give younger ones toys to engage them in their play. The childminder knows the children very well. She provides ample opportunities to develop older children's language skills. These children make good attempts to practise their newly learned words and phrases. This helps to widen and enrich their vocabulary.

The childminder has high expectations for children's behaviour. She sensitively explains the importance of rules, such as tidying up after play to avoid any accidents from any scattered toys. Children of all ages remember to be polite and know when to use words such as 'please' and 'thank you'. They are very sociable and eagerly engage with new visitors. Children delight in their achievements and celebrate with a cheer, saying 'I'm good at this'. For example, children are motivated to copy the childminder's model of a cube using square magnets. They focus well, persevere and clap proudly when successful. In this way, children learn to develop their concentration skills and think logically about a task.

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

- The childminder reflects on the quality of care and education she offers. She takes account of children's and parents' views to continually improve her provision. The childminder enhances her professional development, for instance by researching early years updates online and sharing good practice with other local childminders.
- The childminder places a strong emphasis on broadening children's experiences and enhancing their understanding of the world around them. She takes children out into the local community on a regular basis, such as to feed ducks at the local park. Children also use the play equipment, which helps to strengthen their larger muscles and develop good control and coordination.
- The childminder helps children to understand simple mathematical concepts through different activities. For instance, she teaches older children to use 'big' and 'small' appropriately to describe their models. She regularly uses numbers and colours in play. Children learn to count in sequence by touching each object and saying the number. They acquire a good understanding of early mathematics.
- The childminder teaches children about adopting healthy lifestyles. She discusses healthy and unhealthy food options at lunchtimes. Additionally, children learn about the importance of oral hygiene and washing hands thoroughly. The childminder provides daily learning experiences in the fresh air

when children run, jump and climb. This supports children's good health and well-being.

- The childminder establishes children's starting points by working closely with parents. This information helps her to establish what children know and can do from the outset. The childminder continually monitors children's progress and identifies what they need to learn next. However, she does not always consider how to accurately build on individual children's knowledge and skills step by step to support their future learning.
- The childminder shows a suitable understanding of how young children learn and provides them with many sensory experiences. For instance, children explore the texture and scent of play dough. They associate the smell of mint with toothpaste. Babies, a little uncertain at first, follow older children's lead and happily experiment with the texture of the play dough. The childminder demonstrates high-quality interactions, particularly with older, more-confident children. This is evident when she hides different-coloured objects in the play dough to promote children's curiosity and recognition of colours. However, on occasion, opportunities for the youngest children to build on their early language and communication skills are overlooked and not fully supported by the childminder.
- The childminder forms trusted relationships with parents. She informs parents about their children's day and their continual progress. Parents report that their children are well-cared for and enjoy the wide range of resources that support their interests. They state that their children's speech and confidence have greatly improved since their time with the childminder. Parents appreciate the advice the childminder gives them to help their children's learning at home, such as supporting their children to understand different emotions they may experience.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- focus more sharply on planning and implementing a more sequenced approach to building on children's skills and knowledge further
- extend opportunities for the youngest children to build on their communication and early language skills effectively.

Setting details

Unique reference number	EY469733
Local authority	Wokingham
Inspection number	10308440
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	28 March 2018

Information about this early years setting

The childminder registered in 2014. She lives in Woodley, near Reading, Berkshire. The childminder provides care Monday to Friday, from 8am to 5pm, during term time. She has access to funding to provide free early years education for children aged two, three and four years. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector
Sonia Panchal

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around the premises and discussed how they ensure they are safe and suitable for children.
- The childminder spoke to the inspector about what she wants children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder carried out a joint observation with the inspector.
- Parents shared their views about the education and care their children receive when with the childminder.
- 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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