

Childminder report

Inspection date: 21 May 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's natural curiosity is embraced and celebrated at this setting. The childminder and her assistant provide children with a warm, welcoming, home-from-home environment, which is full of exciting and enticing invitations to play and explore both indoors and outside. Children benefit from warm, sensitive interactions from the childminder and her assistant, who know each child well and plan carefully for the next stage of their learning and development. The childminder and her assistant are attentive and read children's cues well. For example, they understand when children lack confidence in certain circumstances and quickly provide the support and encouragement they need to keep trying until they succeed. Children behave well for their young age. For example, they wait patiently for their turn during adult-led activities and are kind to their friends. The childminder and her assistant consistently model good manners and reinforce positive behaviour through praise and encouragement.

The childminder's curriculum is ambitious and supports children to achieve their potential through open-ended, creative play. There is a focus on critical thinking and problem-solving, which the children tackle with great enthusiasm. This helps children to develop a positive attitude to learning. Children are taught to develop a love for stories, books and rhymes, which helps build their listening and attention skills and supports their growing concentration levels. For example, the childminder adds familiar books to all areas of the setting. This further supports children's understanding and helps them to make links in their learning. The childminder skilfully uses props to support young children's engagement during story time. She extends their understanding of size and number as she retells the story of a baby owl.

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

- The childminder has a secure understanding of how to support children's learning and development. She monitors their progress closely, and carefully plans for children's next stage in learning and shares this information with her assistant. This helps ensure that children are supported consistently and provided with meaningful learning experiences.
- The childminder and her assistant teach children to do things for themselves. They encourage children to wash their hands, tidy away resources and cut up their fruit at snack time. This supports children's growing independence skills.
- The childminder and her assistant introduce rich and varied vocabulary to children's play and learning, and they take the time to explain some of these words. For example, when exploring the smell of herbs, children were told that the word 'overpowering' meant 'very strong'. However, the conversations move on quickly and the childminder and her assistant introduce more new words or

other ideas before children have had time to reflect and respond. At times, children do not have enough opportunity to practise using the new words they have heard, or to show they have understood and remembered them.

- Children behave really well for their age. They listen carefully and follow the clear, consistent instructions from the childminder and her assistant. Children understand what is expected of them and of their behaviour, and know the routines of the setting. For instance, children know that they need to help tidy away toys and resources before snack and that they have to wash their hands regularly. They work together to safely clear up the forest-school area before the story time session.
- Children learn to understand the benefits of making healthy choices and being active. The children enjoy growing their own fruits, vegetables and herbs, which they use in their play and learning. The childminder encourages children to try a wide range of healthy foods and to drink regularly, and they spend a large majority of their time outdoors. The childminder broadens children's experiences with regular trips into the local community.
- Parent partnerships are strong. They are kept well informed about their children's learning and development and benefit from the knowledge shared about how to support their child's learning at home. Parents share observations of children's learning and development to help plan for their next steps. Parents appreciate the wide variety of educational experiences that the childminder provides for their children. They are able to share examples of how the childminder has helped their children reach developmental milestones, such as their growing social and independence skills.
- The childminder is committed to continuing her own professional development and that of her assistant. She seeks out training opportunities to build further on their ability to help children learn and make the best possible progress. She has developed strong links with other agencies, including the local authority, and has systems in place to identify and support children that may require additional support with their learning and development.

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:

- strengthen support for children to practise their speaking skills, use new vocabulary and share their ideas, to build on their communication and language development.

Setting details

Unique reference number	EY481219
Local authority	Wokingham
Inspection number	10335717
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	25 June 2018

Information about this early years setting

The childminder registered in 2014 and lives in Winnersh, Berkshire. She operates all year round from 8am until 5.30pm, Monday to Thursday, except for family holidays. The childminder works with an assistant. She offers funded early years places for children aged two, three and four years.

Information about this inspection

Inspector

Leanne Merritt

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 the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The childminder and her assistant spoke to the inspector about children's learning and development.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the childminder.
- Parents shared their views of the setting with the inspector.

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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