

# Childminder report

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Inspection date: 30 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a warm, welcoming and inclusive environment, where all children form secure attachments with her. Good relationships between the childminder and children are evident, and children feel safe and secure in her care. They confidently make choices from a good range of resources and play materials. They become engrossed in their play and are confident, inquisitive and enthusiastic to learn. Children behave well and are polite, kind and caring. The childminder acts as a positive role model. She provides guidance and effective strategies to promote children's positive behaviour and well-being. For example, when children struggle to regulate their feelings and behaviour, she shows empathy and listens to how they are feeling to help them to calm down.

The childminder effectively engages children in meaningful conversations to extend their communication skills. She values what the children have to say and gives them adequate time to think and respond to questions. Children develop good speaking and listening skills. They listen to others and are confident to speak in a group.

The childminder has high expectations for every child and is committed to providing an inclusive environment where all children and their families are welcomed. She works effectively with parents and shares information with other professionals to ensure that all children, including those who need additional support, make good progress in their learning.

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

- Children of all ages have access to a good variety of books. They listen with interest to familiar stories and predict what might happen next. However, there are less opportunities for children to record their thoughts and ideas during play, as writing resources are not easily accessible.
- The childminder assesses children's learning effectively. She completes regular observations on them and uses this information to plan for their next steps. These accurate assessments allow her to identify when children may need additional support, so that she can implement plans to help children to progress further. She works effectively in partnership with parents. She regularly shares information about children's development and activities, so that parents feel involved in their children's learning and can continue this at home.
- The childminder provides enjoyable activities that motivate children to join in. For example, children explore a variety of natural resources that they have collected during nature walks, including pine cones, leaves, sticks and flowers. Children explore these, sort them into categories and count how many they have of each. They reliably count to 10 and use mathematical language during their

play.

- The childminder ensures that children have a wide range of opportunities to be physically active and provides them with healthy meals and snacks. However, occasionally, she misses opportunities to talk to children about the importance of making healthy food choices as part of leading a healthy lifestyle. For example, during mealtimes, she does not talk to them about the healthy foods they are eating, to encourage them to understand that some foods are better for them than others.
- Children's communication and language skills are supported very well. The childminder provides a constant narrative as she chats to children. She repeats words and introduces new vocabulary during everyday play. Children listen intently and respond positively to the childminder and each other. They confidently talk about themselves, their families and recall past experiences.
- The childminder makes good use of spontaneous opportunities to extend children's learning. For instance, as she reads books to children, they notice that the vehicles have caterpillar tracks instead of tyres. The childminder encourages them to talk about other vehicles that also have caterpillar tracks.
- The childminder provides children with good opportunities to learn about the differences and similarities between themselves and others. They regularly visit local parks, amenities and attend playgroups. This helps extend their knowledge and understanding of diverse lives, cultures and backgrounds of the people in their wider world. Children learn to respect and value others.
- The childminder is committed to her role and her ongoing professional development. She makes good use of networking opportunities and meets with other professionals to discuss practice issues. This helps give her a deeper understanding of how children learn and develop.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended relevant training and is aware of what to do if she is concerned about a child's welfare. She is confident about the action to take if she has any concerns about the safety of a child in her care. Regular checks on the environment, both indoors and outside, help the childminder to identify and eliminate any potential risks to children.

## What does the setting need to do to improve?

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

- make resources to extend children's mark making more readily available to enable children to record their thoughts and ideas during their everyday play
- encourage children to have a better understanding of the importance of making healthy food choices, as part of following a healthy lifestyle.

## Setting details

<b>Unique reference number</b>	EY549387
<b>Local authority</b>	Reading
<b>Inspection number</b>	10111186
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 to 8
<b>Total number of places</b>	3
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She lives in Reading, Berkshire. She operates Monday to Friday, between 8am and 6pm, for most of the year. The setting receives funding to provide free early education for children aged three and four years.

## Information about this inspection

### Inspector

Ingrid Howell

### Inspection activities

- The inspector viewed the areas of the home used by children.
- The inspector viewed relevant documentation, including evidence of paediatric first-aid training and public liability insurance.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children and how she assesses their learning and development.
- The inspector and the childminder discussed the play activities and children's learning during the inspection and undertook a joint observation of children's play.

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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