

Childminder report

Inspection date: 2 October 2019

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

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. The childminder responds well to their individual needs and provides a warm and welcoming environment. Children form secure attachments with the childminder and show high levels of emotional well-being. They are confident, curious, enthusiastic to find out new things and have a positive attitude to learning. The childminder has high expectations for all children and assesses their development consistently, to ensure they make good progress. She completes regular observations of children and uses this information to identify any gaps in their learning and development, and plan effectively for their next steps.

Children make independent choices from a good range of play materials and show good levels of concentration during self-chosen play. For example, they enjoy messy play, such as jelly, and are eager to explore this. The childminder adds animals to this and names the animals and their sounds. Throughout the activities she uses every opportunity to skilfully extend children's vocabulary, such as speaking clearly to them and introducing new words. Children respond positively to the interactions from the childminder. They follow instructions and repeat familiar words and phrases. However, the childminder does not always fully consider the abilities of younger children when planning adult-led activities, such as stories. Subsequently, young children become bored and do not engage fully in these meaningful activities to help promote their learning to the highest level.

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

- Partnerships with parents are good. The childminder involves parents fully in their children's learning. She communicates very well with them, to find out what children already know and can do, prior to attending the setting. This helps her to plan activities and experiences from the outset, to help extend children's knowledge and skills further.
- Children have good opportunities to be physically active, such as during regular visits to local parks. The childminder places a good focus on teaching them to make healthy food choices. However, she does not consistently teach young children effectively to follow good hygiene practices. For instance, although she wipes children's hands before meals, she does not encourage them to manage their basic hygiene needs such as washing their hands.
- The childminder promotes children's learning effectively. She uses children's existing experiences and current interests to help them acquire new knowledge. For example, she uses children's experiences of visiting the farm and introduces farm animals and their sounds, to help build on their vocabulary. However, during story time, she reads to children while they are in their cots and does not adapt her approach when young children become disinterested.
- The caring childminder spends plenty of time playing with children in a positive

way. She knows the children's preferences and interests and uses these to help them to settle and feel at ease. She uses positive strategies to manage children's behaviour. For instance, she has clear rules to help children to understand the types of behaviour that are acceptable and those that are not. Children are polite and show good levels of respect towards other children, the childminder and the environment.

- The childminder gives children choices in their play. When children choose to play with wooden blocks, the childminder demonstrates how to build towers. She watches children closely and extends the play, for example counting how many blocks the children have used.
- Children show good levels of imagination as they act out familiar scenarios, including making tea, caring for the 'babies' and filling bags with play food. They show high levels of determination and develop resilience to setbacks when completing tasks. For example, when toddlers have trouble holding a bag as the items keep falling out, they adapt their approach and persevere until they have solved this problem.
- The childminder maintains her professional development well. She regularly evaluates the progress that children make and seeks the views of parents to help identify any weaknesses in her provision. She completes regular research and reads professional magazines to help keep her knowledge up to date and gain ideas for activities. This helps to sharpen her teaching skills and improve her practice further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to support children's welfare. She is conscientious about keeping children safe and regularly checks the environment and resources to make sure they are suitable for children to use. The childminder has completed relevant training and is aware of the signs that a child may be at risk of harm. She has clear policies and procedures to follow if she has any concerns about the welfare of a child.

What does the setting need to do to improve?

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

- review some adult-led activities to ensure they capture and maintain children's interest
- enhance children's understanding of personal hygiene to help them manage their basic hygiene needs.

Setting details

Unique reference number	EY546554
Local authority	West Berkshire
Inspection number	10108300
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	5
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Newbury, West Berkshire. The childminder works Monday, Wednesday and Friday, all year. She has a relevant level 3 childcare qualification.

Information about this inspection

Inspector
Ingrid Howell

Inspection activities

- Discussions were held between the childminder and the inspector to establish the childminder's understanding of how to safeguard children, and how she assesses their learning and development.
- Relevant documents were reviewed by the inspector, including evidence of paediatric first-aid training and public liability insurance.
- The childminder and the inspector completed a joint observation of an activity and discussed the play activities and children's learning.
- The inspector viewed the areas of the home used by children.

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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