

Childminder report

Inspection date: 13 November 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder is kind, friendly and welcoming. She nurtures children and meets their individual needs well. Effective settling-in procedures allow the childminder to gain information from parents about children's care and learning needs when they first start. This enables her to meet their care needs from the outset. Subsequently, children are happy, well settled and have a positive sense of belonging. They form strong attachments to the childminder, who knows them and their specific routines well.

Children have access to a large range of high-quality toys and resources that support their learning and development successfully. The childminder plans a varied selection of well-organised activities across the curriculum, which engage children for long periods. Children make good progress from their starting points, are curious and highly motivated to learn. They confidently talk about themselves and people who are familiar to them.

The childminder is a very good role model. She consistently reminds children of the high expectations for behaviour. Children behave well, make positive friendships and understand how some behaviours can have an impact on themselves and others.

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

- The childminder understands the children's learning needs well. She assesses their progress accurately and knows what they need to learn next. She plans activities that build on what they already know and can do.
- Children thrive in the setting and explore their environment with confidence and ease. The childminder provides stimulating learning experiences that motivate them to learn. Children are eager to engage in extensive activities that develop their understanding of their wider world. For example, they learn about making healthy environmental choices, such as sorting waste to be recycled and using recycled materials during art and craft activities.
- The childminder is highly successful at giving children a rich set of experiences that promote their understanding of people beyond their own family. For example, children benefit from regular trips to parks and toddler groups and visit coffee shops to meet older people within their community.
- Children become highly engaged in their play and confidently articulate their thoughts and ideas with the childminder. However, on occasion, the childminder misses opportunities to extend activities and conversations to challenge children's thinking fully. For example, when children make shakers, the childminder does not encourage them to listen to the different sounds they make and compare the similarities and differences.

- The childminder places a strong focus on children's safety. She completes activities to help them to gain an awareness of how to keep themselves safe. For example, children learn how to cross the roads without harm, and they receive certificates when they demonstrate how to do this safely.
- The childminder has established effective partnerships with other settings that children attend. She regularly shares information with them to help create a consistent approach to children's learning and development.
- The childminder builds good relationships with parents. She keeps in regular contact with them and shares information about their children's learning and development. Parents make comments such as 'My children have flourished, and it is clear to see how much she cares about each child and differentiates her approach to meet their needs'.
- The childminder gives clear and consistent messages to children that support healthy choices around food, rest, exercise and screen time. However, at times, she does not make sure children follow good hygiene practices, such as handwashing before meals, to help them manage their hygiene needs.
- The childminder focuses well on her ongoing professional development. She regularly attends training and shares examples of good practice with other professionals. This helps her to develop her knowledge and skills and to reflect on her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues. She ensures she completes regular training and can confidently identify the signs that may indicate that a child is at risk of harm. She knows what to do and who to contact if she has any concerns about a child's safety or welfare. The childminder is fully aware of her role and responsibilities, including ensuring she checks the indoor and outdoor environment daily to help identify and eliminate any potential risks.

What does the setting need to do to improve?

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

- improve the good teaching further by using every opportunity to challenge children's thinking and extend their knowledge even further
- enhance children's understanding of personal hygiene to help them manage their hygiene needs.

Setting details

Unique reference number	EY339421
Local authority	Reading
Inspection number	10092797
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	6
Number of children on roll	8
Date of previous inspection	14 January 2019

Information about this early years setting

The childminder registered in 2006. She lives in Emmer Green, Berkshire. The childminder works Monday to Friday between 7.45am and 4.45pm. She has a relevant early years qualification at level 3.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The childminder showed the inspector the areas of her home used by children.
- The inspector observed the interactions between the childminder and children and considered the impact on their learning.
- Discussions were held throughout the inspection to enable the inspector to establish the childminder's understanding of how to safeguard children, and how she assesses and plans for children's learning.
- The inspector sampled documentation, including public liability insurance, children's records, and evidence of paediatric first-aid training.
- The inspector viewed feedback from parents and other settings that children attend, and took their views into consideration.

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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