

Childminder report

Inspection date: 4 February 2020

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

The provision is good

Children are keen and lively learners. They ask lots of questions and show curiosity in the activities and resources provided by the childminder. The childminder plans a broad curriculum and children show enthusiasm for the learning experiences on offer. For example, children are excited to get back to the childminder's house after pre-school to find out what the childminder has planned for them. They ask about favourite toys and look forward to using them.

There is a busy and happy feel to the childminder's home. Children and the childminder smile and laugh a lot together. Children approach the childminder for cuddles, which the childminder happily gives. The childminder is clear about her expectations in regard to behaviour. She supports children well as they learn to manage their emotions and consider the needs of each other. For example, she reacts promptly and calmly when there is a disagreement over a favourite toy. Children listen to her, offer apologies and soon happy play resumes.

The childminder wants all children to be well prepared for the next stage in their learning. She focuses well on important skills, such as communication and self-help skills. She regularly assesses children's progress and identifies what she wants them to learn next. She plans activities to support these next steps in learning and delivers them well. However, she sometimes misses other opportunities during children's play to focus teaching on helping children to develop these particular skills. That said, children make good all-round progress in their learning.

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

- Children benefit from being in an environment where they hear lots of clear speech, are encouraged to hold conversations and listen regularly to stories. This helps children to develop good language skills. Children are encouraged to speak and listen. For example, younger children ask lots of questions, confident in the knowledge that the childminder will listen and answer clearly. Older children are happy to chat about their day and share their news from pre-school.
- The childminder plans lots of interesting learning experiences. She makes especially good use of her local area to make learning fun and exciting. For example, she has taken children to a local farm to see chickens and collect eggs to use in a cookery activity. Children enjoy regular opportunities to be out and about in the community. They meet different people at playgroups, parks and local attractions.
- The childminder clearly identifies a learning focus for each child. For example, with some children she identifies a need to focus on numbers, colours and shapes. Children enjoy the planned activities to support these aspects of learning and the childminder offers effective teaching. For example, children

enjoy making shapes out of dough and then counting them. However, the childminder is less effective at encouraging children to continue to develop these skills during other play and learning experiences.

- The childminder builds warm, professional and useful partnerships with parents and staff at pre-schools children also attend. Parents speak very highly of the childminder. There is a consistent two-way flow of information between pre-schools and the childminder. These strong partnerships contribute well towards proving good levels of consistency to the care and education that children receive.
- Children are developing good levels of independence. The childminder recognises the importance of this to children's confidence, self-esteem and readiness for future learning. She sequences children's learning very well in this respect. For example, before beginning toilet training, she talks to children about using the toilet or potty and makes it sound exciting. She teaches older children to take off their shoes and coats, rather than doing it for them. She offers lots of praise and encouragement, which further builds children's confidence and sense of achievement.
- Although the childminder encourages children to be independent in meeting their own care needs, she does not always encourage them fully to independently solve problems in their own learning. For example, when children find that some items will not stick to card during a craft activity, the childminder quickly adds more glue for them.
- The childminder is very committed to providing high levels of care and education. She makes ongoing improvements to enhance further what she does. For example, she has developed a wider range of learning experiences in her garden to further meet the needs of children who enjoy learning outside.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She ensures her home is safe and secure and supervises children closely. She has a thorough understanding of the signs that could indicate a child is at risk of harm or neglect. She knows how to report these concerns and understands the importance of doing so quickly. She has a good understanding of wider safeguarding issues, such as the risks to children of being exposed to extreme views or ideologies. She undertakes suitable and regular training to help ensure her safeguarding knowledge remains up to date.

What does the setting need to do to improve?

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

- focus teaching and interactions more precisely on helping children reach the

next steps in their individual learning

- support children further to develop their thinking and problem-solving skills.

Setting details

Unique reference number	EY259982
Local authority	Reading
Inspection number	10137004
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	13
Date of previous inspection	21 April 2016

Information about this early years setting

The childminder registered in 2002 and lives in Caversham in Reading, Berkshire. She operates her service all year round from 7.30am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The childminder showed the inspector around her home and explained how she organises the provision.
- The inspector observed the childminder and children, and evaluated the quality of teaching and learning.
- Parents shared their views and the inspector took these into account.
- The inspector accompanied the childminder to collect children from a local pre-school and spoke to a member of staff.
- The inspector looked at relevant documentation and spoke with the childminder about her understanding of safeguarding.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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