

Childminder report

Inspection date:

31 January 2020

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder has a good understanding of how to promote children's learning, and does this well. However, she does not fully understand all aspects of the safeguarding and welfare requirements, in particular those in relation to the required ratios. On occasion, she has sole care for more children than her registration allows. This is a breach in the legal requirements.

Children benefit from tailored settling-in sessions that help them to feel happy and confident in the childminder's care. The childminder gains detailed information from parents when children first start at the setting, which enables her to plan activities that interest them from the outset.

The childminder provides a lovely range of learning experiences, and children confidently move around and select resources that interest them. Children show this as they use toy mechanical drills and delight in pretend play. They enthusiastically build large constructions, and transport sand using objects such as spoons and mechanical diggers. The childminder continually talks to the children. She describes what they are doing and introduces new words to help increase their vocabulary. Children enjoy listening to a favourite story and predict what will happen next. This supports their communication and language skills well.

Children are independent and enjoy taking responsibility for tidying and cleaning, for example putting away toys before their snack. They show a good understanding of healthy lifestyles and demonstrate good manners throughout the day. Children learn to share, take turns and show kindness and consideration to others. The childminder offers continual praise and encouragement throughout the day, which helps raise children's self-esteem.

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

- The childminder does not consistently maintain the required ratios. She works with an assistant. However, there are times when the assistant is not present and when the childminder cares for more children than her registration allows. The childminder does not consider the required ratios when taking on new children, or how this may impact on her ability to meet children's individual care and welfare needs.
- Children have positive attitudes towards their play. Their behaviour is good and they enjoy cuddles and cosying up to listen to stories. Children who are present during the inspection demonstrated that they had trusting relationships with the childminder.
- The childminder accurately monitors children's progress and ensures she swiftly closes gaps in learning. She makes accurate assessments of children's

development, and takes into account children's interests when planning activities. For example, she incorporates early mathematics by introducing shapes, numbers and colours into her planned activities. However, the childminder does not always give children time to think and answer for themselves in order to help them build on their own thoughts and ideas.

- The childminder teaches the children about the importance of good hygiene routines. Children illustrate this by washing their hands regularly and covering their mouths when coughing. The childminder provides information to parents about a healthy, balanced diet and healthy lunchboxes. She engages children in conversation about healthy food choices at mealtimes, which supports their understanding and awareness of healthy eating.
- Children are motivated and show high levels of concentration. For example, they enjoyed exploring different textures, such as water beads. They squeezed them in their fingers and were eager to pour and scoop them up using a variety of resources such as diggers and tractors. This excited their curiosity.
- The childminder has developed strong partnerships with parents. She actively involves them in their child's learning and uses verbal and written communication to share children's progress. Parents state that they are happy with the progress their children make and value the support they receive from the childminder.
- The childminder reflects on her provision to identify areas to improve children's learning and meets with other childminders to share ideas to improve her practice. For example, she has enhanced the environment and learning experiences for children outdoors, to help support their curiosity and physical skills. The childminder provides her assistant with support and guidance to help build on her practice. However, she has not considered further ongoing and continual professional development opportunities to enhance her own skills and knowledge even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an effective knowledge of matters relating to child protection. She has a clear understanding of the potential signs of abuse and has procedures in place to report any concerns about the welfare of a child. The childminder has completed training on wider safeguarding areas, such as how children could be at risk of harm from others with extreme views or from enforced medical procedures. The childminder ensures that her assistant understands her responsibilities relating to protecting children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that the required adult-to-child ratios are maintained at all times	28/02/2020

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

- provide more time for children to think and respond to questions with their own thoughts and ideas, to enhance their learning
- focus on professional development opportunities and continue to update skills and knowledge even further.

Setting details

Unique reference number	EY458301
Local authority	West Berkshire
Inspection number	10075366
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	12
Number of children on roll	21
Date of previous inspection	22 June 2016

Information about this early years setting

The childminder registered in 2013. She lives in Tilehurst, Reading, in Berkshire, and works with an assistant. The childminder provides funded early education for children aged three and four. She has a relevant qualification at level 3.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- The inspector spoke to children and read written statements from parents to gain their views of the childminder's provision.
- Discussions were held with the childminder relating to safeguarding and the self-evaluation process.
- Relevant documentation was viewed by the inspector, such as training certificates and public liability insurance.
- The childminder showed the inspector around the areas of her home that are used for childcare. She talked about the different activities she provides to support children's learning and development.
- The inspector observed the childminder interacting with children. She assessed the impact of her teaching on what children know and can do and discussed her observations with the childminder.

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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