

Childminder report

Inspection date: 10 February 2020

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

What is it like to attend this early years setting?

The provision is outstanding

Children benefit from expert and imaginative teaching delivered by the diligent and committed childminder and her equally skilled assistant. Children become fully engrossed in their play and learning. On the day of the inspection, their interest is completely captured by the resources outside. The childminder sets challenges such as to how to transport water from one side of the garden to the other. Children also set and solve their own challenges, such as how to make pretend soap. They are developing all the skills of independent and highly curious learners. These skills equip them exceptionally well for their future learning.

The childminder and her assistant have very high expectations of children's capabilities. They are highly effective in helping children reach these expectations. Children consistently use varied and mature vocabulary to communicate and describe what they are doing. For example, children use the word 'capacity' in context and explain how the childminder taught them what it means. They are developing an excellent understanding of mathematical concepts. For example, young children confidently and accurately estimate quantities and independently use addition and subtraction to solve number problems.

The childminder and her assistant show great courtesy and respect to the children and any visitors to their home. They are excellent role models. The children see first-hand the value of good manners, kindness and considering the feelings of others. Children's behaviour is exemplary. They really listen to what others say; they notice when other children need help and need no reminding to help with tasks such as tidying up and preparing the table for snack time. Children show they feel safe, secure and valued.

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

- Children could not appear happier to be in the childminder's care. They show that they feel totally 'at home'. The arrival of visitors cannot distract them from their play and learning. Children show exceptional levels of engagement and a real thirst for knowledge.
- The childminder takes great care to plan learning experiences that children will enjoy and which are based on their interests. However, she fully recognises that this alone will not ensure children make the progress of which they are capable. She expertly extends children's play into meaningful and challenging learning.
- The childminder sequences children's learning exceptionally well. For example, story times are planned to carefully build children's vocabulary and understanding of how stories are structured. Over time, children become very familiar with well-loved stories. They are able to re-enact these stories and confidently use the language of storytelling as they do so.

- The childminder introduces children to lots of new words and concepts. Children learn these words and use them in context. For example, young children listen carefully to the childminder's explanation of the word 'precise' and then later use it independently to describe what they are doing.
- Children remember long-term what they have been taught. For example, they remember that the childminder has shown them how to test out if items sink or float. They use this knowledge to set up their own experiment to explore the buoyancy of items they have found in the garden.
- The childminder extends children's understanding of mathematics extremely well. Children are very confident to estimate amounts and weights and to order items according to size or other properties. They know that cutting a banana into quarters means that they will have four pieces to eat.
- Children have a very positive attitude towards following a healthy lifestyle. The childminder carefully weaves lots of physical challenges into children's play. This helps build muscles and coordination. For example, she provides children with big buckets to fill with water and transport from one side of the garden to the other. The childminder gives children the knowledge they need to begin to regulate their eating habits for themselves. Children can explain why some food is important to their health and growth and why some food is best eaten only as a treat.
- The childminder wants children to be good citizens and to understand that different children have different life experiences. For example, she and the children collect toys for other children who may not have as many toys as some others. The childminder routinely reflects on ways she can broaden children's experiences. For example, for children who mostly travel by car, she plans opportunities for trips on public transport.
- The childminder and her assistant are an excellent team. The childminder offers lots of feedback and support, and, in return, the assistant shares her learning from her university studies. This sharing of skills and knowledge has improved further the teaching skills of both.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of the signs a child may be at risk of harm or neglect. She understands the local procedures for reporting such concerns and recognises the importance of doing so promptly to help keep children safe. She and her assistant attend regular training in line with local guidelines to keep their knowledge updated. Both have a secure understanding of wider safeguarding issues, such as the dangers of children being exposed to extreme views or radical ideologies.

Setting details

Unique reference number	EY222982
Local authority	Reading
Inspection number	10136344
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	27 April 2016

Information about this early years setting

The childminder registered in 2000. She lives in Caversham in Reading, Berkshire. The childminder holds a relevant qualification at degree level. She works with an assistant and offers care from 7am to 6pm, Monday to Thursday, all year round. The childminder is in receipt of funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The inspector completed a learning walk with the childminder, and the childminder explained how she organises the provision.
- The childminder and the inspector jointly observed the assistant and evaluated the quality of teaching and learning.
- Parents and children shared their views, and the inspector took these into account.
- The inspector held discussions with the childminder and the assistant at mutually convenient times during the inspection.
- The inspector looked at relevant documentation.

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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