

Childminder report

Inspection date: 13 May 2021

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| 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, safe and are starting to increase their levels of confidence. The childminder has worked extremely hard to settle anxious children. All children in the setting experienced limited interaction with other peers, and adults alike, as a result of the COVID-19 pandemic. Children are offered lots of reassurance from the kind, nurturing childminder and this helps build their self-esteem.

The childminder has a sound knowledge and understanding of how to help children learn through their play and exploration. The curriculum is planned to provoke children's curiosity and imagination. The childminder is responsive to children's needs and interests. She knows exactly when to join in children's play to enrich their learning. For example, she allows children to explore their problem-solving skills as they stack their towers, using three-dimensional building resources. This supports children's physical and mathematical development well.

Young children are motivated and are learning to share and cooperate with each other. Limited interaction with other children has resulted in the childminder's focus for children to share and be kind. This is an area the childminder has worked hard on with younger children. Children have consistently positive attitudes to their play and learning. Drop off, settling in and collection times for children have been restricted. Therefore, the childminder has set up a book to communicate each child's day and routines, which is supported by photos sent to the parents throughout the day.

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

- The childminder adopts effective teaching strategies for supporting young children's emerging speaking skills. For example, the childminder develops children's vocabulary well. She speaks clearly and listens intently to children. The childminder sees herself as a role model for children. She ensures she emphasises the sounds in words and the correct pronunciation.
- Relationships with parents are good, overall. The childminder keeps parents informed about their child's day and what they are learning. Parents are happy with the care and education the childminder provides and speak highly about the childminder and her setting. However, the childminder has not yet fully developed her partnerships with parents, to help support greater continuity in their children's care and learning at home.
- The childminder has high expectations for children's behaviour. She provides gentle reminders of what is expected. This helps children to develop a sense of right and wrong.
- Children enjoy a wide range of experiences, which help them to learn about the world around them and different people. For example, children learn about a variety of festivals and celebrations. They visit local attractions and enjoy walks

in the local community. The childminder supports children to be well equipped for life in modern Britain.

- The childminder has worked hard since her registration. She uses effective self-evaluation processes and seeks opportunities to attend training courses, to help further improve her practice. For example, she has made use of virtual training to update her knowledge about the impact of the COVID-19 pandemic on children's safeguarding and read around the 'curiosity approach'. She passes on any new information to her assistants. However, the childminder does not always ensure that her assistants receive opportunities to build on their professional development, to continuously develop their skills and teaching.
- The childminder attends to children's care needs effectively. She is quick to recognise when children may be hungry, tired or in need of a nappy change. The childminder offers children reassurance when a child may become anxious. For example, when the doorbell rings and a child thinks it is their time to go home. She responds well to their individual requirements.
- Partnerships with other settings are strong. The childminder understands the importance of working effectively with the local pre-school to support children who attend two settings. For example, they have shared risk assessments during the COVID-19 pandemic. In addition, they have worked through 'bubble' COVID-19 pandemic restrictions, in the shared desire for children to return to both settings.
- The childminder plans the curriculum so that it covers all areas of learning effectively. She assess children's abilities from information gathered from her own observations. She plans the curriculum to support individual children's needs to provide further challenges to help children make the best possible progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. The childminder and her assistants are alert to possible indicators of when a child may need help and know the relevant agencies to contact for guidance. The childminder attends child protection training and is aware of the correct procedure to take should there be an allegation about a child's welfare. She ensures her assistants knowledge remains up to date. The childminder and her assistants know who to contact if they believe a child may be in an environment where extreme views are being shared.

What does the setting need to do to improve?

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

- build on existing partnerships with parents, to support greater continuity in their

children's care and learning at home

- develop a focused programme of training for the childminding assistants, to support ongoing professional development.

Setting details

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| Unique reference number | EY563678 |
| Local authority | West Berkshire |
| Inspection number | 10191400 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children at time of inspection | 1 to 3 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2018. She lives in a village in Compton, near Newbury in Berkshire. The childminder provides care for children on Monday, Tuesday, Thursday and Friday from 7.30am to 5.30pm, term-time only. The childminder works, on occasion, alongside an assistant.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- A learning walk was undertaken with the childminder, to discuss activities and intentions for children's learning.
- Parents shared their views through written feedback. The inspector took these views into account.
- Throughout the inspection, the inspector talked to the childminder and children at suitable times.
- A joint observation was carried out with the childminder and the inspector.

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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