

# Childminder report

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Inspection date: 15 June 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

The childminder is kind and caring and creates a welcoming and safe environment for the children she cares for. Children develop strong bonds with the childminder and each other. They build friendships with their peers and, overall, they behave well. The childminder teaches children the importance of being able to manage some self-care routines independently. She encourages them to keep on trying when some activities are more challenging. For instance, she teaches children how to put on and fasten their shoes, as they get ready to go outside to play.

The childminder has high expectations for what children can achieve. She places a strong focus on creating learning opportunities that inspire children to explore and test their own ideas and theories. Children enjoy a wide variety of activities. They concentrate well for long periods and become absorbed in their learning. The childminder was not able to care for some children during periods of the COVID-19 (coronavirus) pandemic. However, she has continued to talk to parents, offering support and advice, and helped children to settle back in when they returned. The childminder evaluates her setting well, for example by adapting her day-to-day activities to help children to remain physically active within her home and garden.

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

- Children benefit from a variety of activities that support their physical play and development. They gain good hand-to-eye coordination skills and move with confidence and physical dexterity. For instance, children experiment with transferring water between different sized cups and successfully transport spoonfuls of sand to mix with water, as they move across the garden.
- The childminder has a good understanding of the individual interests and personalities of each child that she cares for. She regularly observes and assesses children's progress and plans activities which support them to be interested to learn. However, the childminder does not always fully consider how activities are tailored more to the intended learning for children, to help them achieve at the highest levels.
- Partnerships with parents are successfully used to share information and help support children's learning at home. For instance, the childminder offers advice and suggestions for parents to use at home, for example when children are being potty trained. Parents comment very positively about the childminder and the good-quality care and learning that she offers their children.
- The childminder evaluates her provision well. For example, she has improved the outdoor area to provide an even greater range of activities to support and extend children's learning experiences. The childminder is passionate and dedicated in her work. She takes a professional approach to developing her teaching skills and knowledge, through a variety of mediums. For instance, she

attends pertinent training and reflects on how she can use new ideas to improve the range of activities she offers children. This helps to support children to be curious learners, as they explore, investigate and experiment confidently in their self-led play.

- The childminder has high expectations for children's behaviour and conduct. Overall, children behave well, are polite and respond positively to instructions. The childminder sets clear rules and boundaries and gives children consistent messages on behavioural expectations. However, during some group activities, the childminder does not consistently support children to understand how their behaviour impacts on others. For instance, she tells children not to snatch toys and to return them, but does not explain why this behaviour was unacceptable, to help children to fully understand the impact of their behaviour on other children's feelings.
- Children's communication and language skills are good. The childminder captures opportunities to introduce new vocabulary as children play. She speaks clearly and listens intently to what they have to say. For instance, the childminder names the colours of toy cars and encourages children to hear and repeat back the new words they hear. However, children who speak English as an additional language do not always have opportunities to use their home language as they play and explore the learning environment.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe and secure environment for children to play and learn. She has a clear understanding of the procedures to follow should she have concerns for children's safety and welfare. She keeps up to date with current safeguarding guidance and training. The childminder has a robust knowledge of the possible signs of abuse, including those that may suggest that children are at risk of extreme views or behaviours. She thoroughly risk assesses her home and knows how to identify and minimise any potential risks to children. She teaches children how to keep themselves safe.

## What does the setting need to do to improve?

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

- provide more opportunities for children who speak English as an additional language to develop and use their home language in their play and learning
- support children to understand the impact their behaviour has on others, to help them manage their own feelings and behaviour more effectively
- during planned activities, focus more consistently on the intended learning, to help children benefit fully.

## Setting details

<b>Unique reference number</b>	EY558578
<b>Local authority</b>	Reading
<b>Inspection number</b>	10190194
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 5
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Reading. She operates Monday to Friday, from 7am to 6pm, for most of the year.

## Information about this inspection

### Inspector

Tara Naylor

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- A joint observation of an activity was completed and the childminder and inspector discussed the quality of teaching.
- The childminder and the inspector had discussions to help the inspector understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of the interactions between the childminder and children, and assessed the impact this has on children's learning.
- The written views of parents were read by the inspector, and taken into account.

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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