

# Childminder report

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Inspection date: 9 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

Children enjoy the time they spend with the childminder, who provides a caring and safe environment. They settle securely and happily with the childminder, who takes the time to get to know them well. The childminder caters for their interests, and children enjoy a wide range of interesting activities. They benefit from a good variety of play and learning opportunities. Children have a positive attitude and enjoy learning. They take pride in their achievements and are keen to share their experiences with others. For instance, children eagerly show the childminder the patterns they create with different tools in the modelling dough.

Children enjoy songs, stories and rhymes. The childminder promotes their enjoyment of books as she regularly reads and shares stories with them. Her enthusiasm and energy help to bring the stories and characters in them to life. The childminder is very calm and uses effective behaviour strategies. As a result, children feel safe and behave well. The childminder is ambitious and has high expectations for what children can achieve. All children make good progress in their development. They are gaining the skills they need, and more, to move on to their next stages in learning.

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

- The childminder prepares the environment based on children's interests and provides activities which they enjoy. Children are keen to explore and participate in a wide variety of learning experiences. However, in planned activities, the childminder's teaching is not sharply focused on helping children to achieve the next stages in their learning.
- Children have regular opportunities to learn about numbers and size through the play activities. The childminder teaches mathematics well. Children have regular opportunities to learn about numbers and size through their play activities. For instance, the childminder encourages children to count the number of dinosaurs they have and compare which are the smallest and tallest.
- The childminder supports younger children's early literacy skills very well. Children thoroughly enjoy exploring books and recognise that print carries meaning. Children are keen to share stories with the childminder and their friends. The childminder encourages children to talk about what they can see. She supports the development of their vocabulary by consistently introducing new words and encouraging them to share what they already know.
- The childminder makes good use of her garden, which benefits those children who prefer to learn outside. She provides a range of resources to help children to develop their large-muscle skills and hand-to-eye coordination. For example, they play with different bats and hit, throw and catch balls. This helps to contribute to their developing physical skills.

- Overall, children's personal development is supported well. The childminder provides children with healthy home-made meals and snacks. However, although children learn the importance of washing their hands before mealtimes, the childminder does not always help them to consistently follow these practices. For example, children leave their snack, to play outside, and then return to eat without washing their hands.
- The childminder is highly attentive to road safety and teaches children how to keep themselves safe. For example, on walks to school, she directs children safely across the road. She reminds children to stop before they reach the end of the road. She teaches them to look and listen. Children listen to the childminder's instructions and demonstrate good understanding of how to keep themselves safe.
- Promotion of positive behaviour threads seamlessly through the childminder's nurturing interactions with children. The childminder uses praise effectively and she sensitively helps children to understand and develop their skills in sharing and taking turns. The childminder is a positive role model and has high expectations of children's behaviour.
- Partnership working with parents is effective. The childminder uses her daily conversations with parents to regularly share information, including her plans for their children's next steps in learning. Parents are complimentary about the childminder and the progress their children make in their development.
- The childminder values opportunities to update her knowledge and places high priority on her own professional development. She has accessed a wide variety of courses since her registration. For example, she has completed training in storytelling, which has expanded her understanding of how to extend children's interest in books and literacy.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues, including wider safeguarding concerns. She can identify the signs and symptoms which may indicate that a child is at risk of harm and knows who to contact if she has concerns about a child's safety and welfare. She is fully aware of her role and responsibilities around safeguarding, including thorough risk assessments. She frequently attends training to update her knowledge to keep children safe and protected from harm. The childminder shares information with parents about online safety and the safe use of the internet, to help develop their understanding of how to keep their children safe.

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

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

- consistently support children to understand the importance of following good hygiene procedures during snack and mealtimes
- focus teaching during planned activities to help older children to make rapid progress towards their individual learning goals.

## Setting details

<b>Unique reference number</b>	EY555727
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	10174765
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	4
<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 Wokingham, Berkshire. She provides care for children from 8am to 6pm Monday to Thursday, for most of the year.

## Information about this inspection

### Inspector

Kelly Lane

### 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 childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the areas used for childminding purposes with the childminder and discussed how the early years provision and the curriculum are organised.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- An evaluation of the activities was discussed by the inspector and the childminder.
- The inspector spoke to parents and took account of their views.

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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