

# Childminder report

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Inspection date:

16 September 2021

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**Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

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

Due to the COVID-19 (coronavirus) pandemic, parents do not enter the childminder's home. However, this has had little impact on children and they arrive at the childminder's home happy, excited and eager to start their day. Children and babies feel safe and secure in the setting and parents comment on the excellent care and learning their children receive. The childminder encourages babies to extend their arms to have a cuddle. They smile with delight as parents hand their children to her when they arrive. Children benefit from the childminder's excellent understanding of how children learn and develop. The childminder has high expectations for each child and is immensely committed to supporting children's emotional well-being.

Children have lots of opportunities to explore mathematical concepts, throughout the environment. The childminder provides different materials to support children's varying abilities. For instance, older children learn about numbers, pattern and shapes as the childminder expertly weaves learning into fun activities. Children look for numbers in the spaghetti and babies learn about full and empty as they fill containers with the mixture.

Children contribute eagerly to growing plants, fruits and vegetables in the childminder's garden. They have wonderful experiences learning about living things and how to look after them. For example, children feed and look after the childminder's guinea pigs and rabbits. Children are very excited to bring in food from home to feed to the animals.

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

- The childminder is well organised and demonstrates a professional approach to her role. She is highly committed to her continual professional development and ensures that she keeps up to date with mandatory training, such as paediatric first aid and safeguarding. She also seeks out other information and training to improve her curriculum and teaching. For instance, she researches subjects, such as developing outdoor mathematical games and mark making for babies.
- The childminder keeps parents well informed about their children's progress. She regularly shares information that helps them to understand their children's learning, including through electronic means. This includes photographs of children at play to celebrate their achievements. The childminder provides ideas about how children's learning can be supported at home. The childminder kept in touch during the COVID-19 (coronavirus) pandemic period. For example, the childminder sent home tasks for the children to carry out at home. These included mini-construction activities, books and puzzles and a selection of blocks to extend children's next steps in learning.

- Children make good progress. The childminder monitors their progress carefully and plans the next steps in their learning and development. She places great emphasis on helping children to be confident and learn the social skills they need to form positive relationships with others and in readiness for nursery or school.
- Overall, the childminder successfully promotes children's communication and language skills. For example, she copies young children's babbling and models turn taking in conversations. However, at times, the childminder models words that do not support younger children's growing vocabulary.
- The childminder is a positive role model and has high expectations for children's behaviour. She teaches children of all ages to develop good manners, such as using please and thank you in their conversations. The childminder adopts consistent boundaries and even the youngest children respond to her gentle guidance. They begin to recognise risks and learn about keeping themselves safe.
- The childminder promotes healthy lifestyles for children. She works with parents to ensure children's meals are balanced and healthy. Parents comment on how their children are eating a wider variety of food since starting at the setting.
- Support for children with special educational needs and/or disabilities is a particular strength at this setting. The childminder has a very broad knowledge of how to identify any concerns and knows early intervention is key to closing any gaps in children's learning and development.
- Children develop a love of songs, stories and books. Children select their favourite story for the childminder to read with them. They cuddle up to the childminder and show increasing concentration and focus as the childminder asks them questions about the pictures.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection issues. She has recently undertaken training in order to deepen her knowledge and skills further. She is able to accurately identify the potential symptoms that may indicate that a child is at risk of harm. Consequently, she fully understands how to report any concerns that she may have regarding children's well-being or welfare. Furthermore, the childminder has a good understanding of the wider aspects of safeguarding, such as the 'Prevent' duty. The childminder maintains all required documentation. For example, she carefully records children's attendance, noting their arrival and departure times.

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

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

- enhance the quality of interaction to help support younger children in their spoken language skills to use correct language and terminology.

## Setting details

<b>Unique reference number</b>	EY559900
<b>Local authority</b>	Reading
<b>Inspection number</b>	10190431
<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>	0 to 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Reading, Berkshire. She is open from 7.30am until 6pm Monday to Friday, term time only. The childminder holds a relevant early years childcare qualification at level 3.

## Information about this inspection

### Inspector

Chris Lamey

### Inspection activities

- This was the first routine inspection the childminder received since the COVID19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and she has taken this into account in her evaluation of the setting.
- The childminder and the inspector looked around the areas of the childminder's home used for childminding and discussed how she organises the environment and the educational programmes.
- The inspector observed the childminder interacting with children during care routines and play activities. She evaluated the impact this has on their learning and well-being.
- The inspector held discussions with parents and read written feedback from parents to take their views into account.
- A sample of the documentation was reviewed by the inspector, including safeguarding procedures, training certificates and suitability checks for adults in the household.

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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