

Childminder report

Inspection date: 12 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and homely environment. She is calm and nurturing and children build strong relationships with her. Children settle quickly and show high levels of self-esteem. They are confident to approach visitors to the setting and share toys they enjoy. Young children are keen to explore and show high levels of curiosity. For example, they investigate different sounds as they bang drums and practise clashing cymbals together. The childminder places a strong focus on children's communication and language development. She uses opportunities such as these to talk to the children about the sounds they are making.

The childminder provides children with many opportunities to listen to stories and sing nursery rhymes. Children enthusiastically select books of interest. They snuggle up to the childminder and carefully turn the pages, as she talks to them about what they can see in the pictures. The childminder speaks clearly and uses repetition of language to help young children to form words correctly.

Due to the COVID-19 (coronavirus) pandemic, parents are unable to enter the childminder's home. The childminder continues to share information well with parents, such as through digital communications. Therefore, this has had no impact on children's learning and development.

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

- The childminder gets to know children and their families very well. She has implemented a careful settling-in process, where she learns about children's routines, and what they know and can do. The childminder uses this information to plan for children's learning, to help ensure they make good progress right from the start.
- The childminder observes children as they play to identify what they need to learn next. She provides a range of stimulating learning opportunities to help build on their current skills. For example, children enjoy role play and imaginary games, such as making ice creams for the childminder. This helps to build on their developing language and vocabulary well. However, on occasions, the childminder places too much emphasis on set learning intentions and does not recognise when to adapt activities to follow other interests.
- Children attend a range of local groups, where they participate in activities alongside others. This provides opportunities for children to interact with others and helps to develop their social skills even further.
- Partnerships with parents are good. The childminder regularly shares information with parents on children's ongoing development to ensure consistency in their child's learning. Parents comment on the 'varied activities'

the childminder provides for their children, particularly outdoors and in the community.

- The childminder supports children's physical development well. For example, in the garden, young children learn how to climb up and down steps safely and negotiate space when moving toy cars. Children benefit from regular trips to the park and walks in the local countryside.
- The childminder promotes children's good health well. For instance, she works closely alongside parents and encourages children to try different fruits at snack time. Children learn about different foods that are good for their bodies. They benefit from a variety of fresh, healthy snacks and meals, which the childminder provides.
- Children behave well and understand boundaries and expectations. The childminder gently reminds children about sharing and taking turns and offers lots of praise and encouragement to reward them. This helps to build on their confidence and self-esteem.
- The childminder is very organised and has a positive attitude towards her continued professional development. She has established strong links with other childminders in the local area and shares good practice to help improve her knowledge and skills even further.
- The childminder regularly seeks feedback from parents and children. She uses this information effectively to help reflect on the quality of her provision. For example, she has recently enhanced the learning experiences she provides for children in the garden. This has had a positive impact on children's developing relationships and imaginative play.

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 frequently attends training to update her knowledge to keep children safe and protected from harm. The childminder talks to children about online safety to help them develop a good understanding of staying safe.

What does the setting need to do to improve?

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

- recognise when to adapt activities to allow children sufficient opportunities to make choices and to be active in leading their own learning.

Setting details

Unique reference number	EY550631
Local authority	Reading
Inspection number	10143681
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 10
Total number of places	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2017. She lives in Tilehurst in Reading, Berkshire. The childminder is open from 7.30am to 6pm, Monday to Friday, all year round. She holds a relevant level 3 qualification.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- This was the first routine inspection the childminder 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 her evaluation of the provider.
- The inspector took into account the written views of parents.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. The childminder and the inspector reflected together on children's learning during activities.
- The childminder and inspector held discussions at appropriate times and reviewed some relevant documentation together.
- The childminder and the inspector carried out a learning walk together. The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting, plans activities for children and keeps them safe.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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