

# Childminder report

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Inspection date:

16 November 2021

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**Overall effectiveness****Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Requires improvement

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

### The provision is good

Children are new to their surroundings and are developing affectionate attachments to the childminder. This helps them to feel emotionally secure. Children show that they feel safe in the childminder's home. They explore the toys with support, to build on their confidence and independence. Young children are developing a real interest in books, which supports their early communication skills. For instance, they enjoy books about animals. Young children point to pictures they see in the book and recognise the familiar animals, such as sheep. They are excited to use animal props to accompany the story. This helps to foster children's passion for learning and literacy.

Children's behaviour is good. They are happy and develop independence from an early age. Children under two years find their own shoes and coat to prepare for outdoor play. These skills prepare them well for their future learning. Children enjoy first-hand experiences of the world and are encouraged to learn by giving things a go. For example, young children develop good physical skills and awareness of risks as they climb the steps to the slide for the first time. They show delight as they lower down the slide and give themselves a clap. The childminder makes good use of her interactions and knows what the children can do and achieve.

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

- The childminder provides a welcoming environment where children feel comfortable. Children learn to share and to use good manners. The childminder knows what children like to play with. She provides activities which engage them for a long time, such as a sensory treasure box. Children are curious to find different objects in the box, as they are encouraged to feel the different textures. This helps promote children's own fascinations and interests.
- The childminder has a clear focus for what she wants children to learn next. For example, she is aware that some children are beginning to show an interest in mark making. The childminder guides the children as they explore different creative tools to strengthen their muscles for future early writing skills. She introduces basic counting and size subtly when children place wooden blocks on top of each other.
- The childminder focuses on promoting young children's communication and language skills. Through observations and assessments, she identifies how to support children and to close any gaps in their learning. For example, as young children babble in their play, the childminder responds and says 'pat pat and roll', as they use rollers to flatten their dough. This encourages children to begin to use simple words.
- The childminder continually reflects on her service to identify further ways to

build on good practice. However, there is an oversight in some records to ensure that all information relating to children's care is recorded. This does not adversely affect the children's care or safety.

- The childminder supports children's self-esteem and develops their emotional well-being. She guides them gently as they meet new people. Children have many opportunities to meet others at local toddler groups, which helps to develop their social skills. Overall, the childminder knows the children well and the experiences they receive at home. However, she misses opportunities to fully represent and value individual children's home backgrounds and identities.
- Parents are complimentary about the support and activities the childminder provides. Comments include, 'There is a good range of creative activities and children grow in confidence around others'. Parents comment positively on the good exchange of information they receive about their children's day and what they have been learning. This contributes to the good partnerships the childminder has developed with parents.
- The ambitious childminder is keen to improve her practice. She completes regular training, and shares ideas with other professionals. Recent training on the 'Curiosity Approach' has helped her understanding of creating a more natural and outdoor outlook to children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training. She has a good understanding of her responsibility to protect children from harm and the risk of being exposed to extremist views. She recognises the potential signs and symptoms of abuse and understands the local procedures to follow if she needs to seek further help or to report any concerns. The childminder ensures that children are able to play in a safe and secure environment. Children learn to keep themselves safe and manage risks, for example when climbing the steps of the slide. This has a positive impact on their safety and well-being.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure sufficient information is held about each child, including information about who has parental responsibility.	26/11/2021

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

- extend opportunities for children to value their home backgrounds and support their understanding of the wider world further.

## Setting details

<b>Unique reference number</b>	EY239892
<b>Local authority</b>	Reading
<b>Inspection number</b>	10146386
<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>	1 to 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	12 February 2020

## Information about this early years setting

The childminder registered in 2003 and lives in Caversham, Berkshire. She operates all year round from 7.30am to 6pm, Monday to Thursday. The childminder holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Anneliese Fox-Jones

## 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 this into account in their evaluation of the setting.
- The childminder took the inspector on a learning walk, to understand how the early years provision and the curriculum are organised. The inspector observed interactions between the childminder and the children, and considered the impact these have on children's learning.
- A joint observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder at appropriate times during the inspection.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.
- The inspector reviewed a range of documentation, including training certificates, records of attendance, first-aid certificates, the safeguarding policy and evidence of the suitability of the childminder and household members.

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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