

# Childminder report

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Inspection date: 3 December 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 demonstrate that they are happy and feel safe at the childminder's home. They confidently explore their surroundings and enjoy playing with the good range of toys available to them. Children are at ease in the care of the childminder, and they behave well and clearly enjoy each other's company. For example, they show great excitement and have fun dancing together to music.

Children are well supported in their self-chosen play and the childminder is attentive to them, offering consistent support. The childminder is skilled at supporting children with good learning opportunities that promote children's development. For example, when children explore with balls, she interweaves mathematical knowledge to help them learn about numbers and shapes. The childminder provides an interesting curriculum for the children which enables them to experience the world around them. For instance, she takes children out within the community to visit places of interest, such as churches and libraries. This helps prepare the children well for their future.

Children, overall, are developing good communication and language skills. The childminder offers a consistent ongoing narrative to them to allow children to hear lots of words being spoken. The childminder asks children a suitable amount of questions and demonstrates that she has high expectations for children to learn.

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

- The childminder knows the children well and monitors their progress effectively. She plans and provides an interesting curriculum that supports and builds on the children's knowledge and skills. Children demonstrate that they enjoy the activities on offer and that they feel safe in the childminder's care. Communication is well supported overall. However, at times, the childminder does not give children sufficient time to think and respond to questions. Despite this, children show that they are making good progress in their speaking skills.
- The childminder is successful at teaching and encouraging children to learn new skills. For example, they are helped to learn from a young age how to wipe their own noses and put on their own shoes.
- The childminder provides a welcoming and homely environment for the children. The children have good access to toys and resources inside and clearly enjoy being physically active in the childminder's garden. However, the childminder does not use outdoor play activities to maximum effect to support children who prefer to learn outside.
- Children are taught good health and hygiene routines. The childminder talks to the children about the importance of washing their hands prior to eating and helps them to do this. During snack time, the childminder supports the children

in learning about healthy lifestyles, including why it is important to eat healthily and maintain good oral health.

- The childminder supports children's moving and handling skills positively. For instance, children enjoy climbing and running in the childminder's garden. Children have good opportunities to develop their small-muscle skills as they concentrate hard to put small wooden parts and puzzles together enthusiastically.
- The childminder is effective at supporting the children's self-confidence and self-esteem. For example, she regularly gives them praise and teaches them about being kind to each other. The childminder supports children's social development well. For instance, she encourages children to play together to enhance their confidence with others and build positive relationships.
- Partnerships with parents are strong. Parents are extremely positive about the care that their children receive. The childminder keeps parents well informed about their child's day and development. For example, she sends regular pictures of them throughout the day, so the parents can see their children are happy. Additionally, she verbally shares children's achievements with them on collection.
- The childminder has secure relationships with professionals at other provisions which children attend. For instance, she attends meetings with key persons at other settings to maintain continuity in children's care.
- The childminder evaluates her provision well to improve the care and education offered to children. She is committed to gathering the parents' views and improving her practice. For instance, she regularly gathers the views of parents through questionnaires to help her evaluate the service she provides.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her roles and responsibilities to keep children safe. She is knowledgeable in the process she must follow if she has concerns about a child's welfare and is confident on who to report these concerns to. The childminder provides a welcoming and safe home. She helps children to learn about safety matters. For example, she talks to children about the dangers of the road when out in the community. The childminder ensures her training is kept up to date and understands the importance of this.

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

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

- strengthen the planning of outdoor activities to further support children who learn better outside
- give children the time they need to think about and answer questions.

## Setting details

<b>Unique reference number</b>	EY562679
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10191333
<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 11
<b>Total number of places</b>	2
<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. She lives in Newbury, Berkshire. The childminder works from Monday to Friday, from 7am until 6pm.

## Information about this inspection

### Inspector

Tracy Bartholomew

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The childminder explained her curriculum during a learning walk with the inspector.
- The childminder and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.

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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