

# Childminder report

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Inspection date: 25 January 2022

<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 are happy and confident in the childminder's care. They separate from their parents with ease at the door. Children show that they know the routines expected before they play. For example, they independently take off their coats and put away their belongings and then wash their hands before settling to an activity. Children demonstrate that they feel safe. They have formed strong relationships with the childminder and they behave well. Children build on their independence skills effectively. For instance, children help to tidy up and they serve themselves water to drink throughout the day. They get themselves tissues and use these as needed to wipe their noses.

Children have a good range of toys and activities available to them inside which support their interests and development well. The childminder knows how the children are developing in her care and has high expectations for them. She uses her secure knowledge of the children's interests and development. Children benefit from a curriculum that is enjoyable and supports the next stages in their learning. Overall, children learn how to take care of themselves. They learn about the importance of taking care of their teeth, for example, through activities that teach children about healthy foods and how to brush their teeth.

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

- The childminder knows the children well and plans and provides a range of activities that support their knowledge and skills. Children enjoy the activities on offer and become absorbed in play that supports their interests. For example, they have fun being imaginative with toy dinosaurs and they engage with each other as they play with the vehicles.
- Children behave well and take turns. They have good relationships with each other and enjoy each other's company. Any minor incidents are addressed quickly by the childminder and this helps children learn about expected behaviours. The childminder supports children's self-confidence and self-esteem well and helps them understand how to respect others. For example, she regularly gives them praise and teaches them about being kind to each other.
- The childminder knows the importance of supporting children's communication and language skills. She communicates well with the children. For example, she talks to them about what they are doing and asks questions. Additionally, they sing songs and read books together regularly during the day. This helps children to hear a range of words and to start building a wide vocabulary. This supports children to become confident communicators in preparation for their next stage of learning, including school.
- Children have opportunities to learn about the world around them as they go out in the community for walks. They enjoy trips out to see animals and play at

parks. The childminder has an enclosed garden for outside play. However, the childminder has not fully considered how to plan for children's outdoor learning to help further support children who prefer to learn outside.

- Children benefit from good discussions at mealtimes. This includes talking about why it is important to eat healthy foods. The childminder teaches the children about healthy choices. For example, she encourages children to eat healthier foods first and those that will sustain them more, such as carbohydrates. This helps children understand healthy practices. However, the snack-time routines are not as organised as lunch. During snack times, children sometimes move around while eating. This does not consistently support their understanding of practices that help promote their well-being and good health.
- Parents receive a good range of information from the childminder. This includes text messages and pictures of children participating in activities. Parent feedback from questionnaires includes positive remarks about the childcare provided. This reflects that there are positive partnerships in place. For example, parent comments include that 'the childminder ensures conversations are always positive'. Additionally, they comment that their children are 'happy coming to the childminders home' and the childminder is 'lovely with the children' and 'very flexible and considerate'.
- The childminder is committed to reflecting on and advancing her practice. She gathers the views of parents to help her to evaluate the service she provides. The childminder regularly updates her knowledge and completes a range of online reading and training, to support her professional skills even further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her roles and responsibilities to safeguard children. She is confident about the signs and indicators that may mean a child is at risk and she is aware of the local safeguarding procedures. The childminder has a detailed policy with information about her role readily available to share with parents, as needed. The childminder demonstrates a good knowledge of wider safeguarding issues, such as the 'Prevent' duty, including the risks to children being exposed to extremist views. The childminder's home is safe and she holds a current first-aid certificate.

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

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

- build on the planning of activities to further support children who learn better outside, to help extend their learning further
- review the organisation of some daily routines, in particular, snack time, to help raise children's understanding of consistently following practices that support

their well-being.

## Setting details

<b>Unique reference number</b>	EY561665
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10190892
<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 9
<b>Total number of places</b>	3
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Newbury, Berkshire. She offers care all year round, from 7.30am 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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