

# Childminder report

---

Inspection date: 1 February 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 settled within the childminder's home. They have secure relationships with the childminder and thrive in her care. Children are confident to explore their surroundings and independently choose what interests them. They are motivated to learn and are highly engaged in their play. Children independently complete routine activities with growing ability. Older children illustrate this as they wash their hands without prompting. Toddlers have a go at putting on their shoes and their older peers put on their own coats ready for outdoor play.

The childminder gives children's emotional well-being the highest priority. She has clear expectations of children to help them behave well. When small disputes occur, she uses respectful interactions and sensitively reminds children to share and be kind to their friends. The childminder consistently offers encouragement and praise, which helps children to develop their confidence and self-esteem.

Children have many opportunities to learn about the wider world. They enjoy weekly outings to local groups where they have an opportunity to socialise with other children. The childminder helps to develop children's awareness of what makes them unique. Children share their home languages and diverse cultures. They play with resources and enjoy stories which represent different communities and families.

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

- The childminder works closely with families to understand children's developmental needs. She assesses children's progress well and has a secure knowledge of each child. This helps her to identify what children need to learn next. Parents speak very positively of the childminder. They value the service and level of care she provides to ensure their children's well-being and development.
- The childminder promotes children's mathematical skills well. Children illustrate this as they fill up containers with sand and use language such as 'full' and 'empty'. Children count the bricks as they build towers and learn to compare differences in size.
- The childminder plans activities around children's interests. For instance, children engage in imaginative play with toy dinosaurs. They discuss and explore the similarities and differences and match them to pictures in books. The childminder interacts with children and asks them questions as they play. However, on occasion, she does not give children time to think through their ideas and respond to questions they are asked, to extend their learning even further.
- Children demonstrate good physical skills. They love the fresh air and choices on

offer in the garden. Children immediately find the ride-along toys and balancing bicycles, and describe their actions as they ride around in circles. Children develop their hand and finger muscles as they peg flannels onto their washing line. They learn new skills and practise using pipettes to transport water. Children's imagination comes alive as they add warm water into their play and explore the changing properties of ice.

- The childminder promotes children's communication and language well overall. She encourages them to make choices about books and actively engages them in their favourite stories. Children select nursery rhymes and proudly demonstrate their singing voices.
- The childminder is self-reflective, strives to improve and regularly reviews her practice. She completes regular training to build on her skills and knowledge and to keep abreast with changes in legislation and practice.
- The childminder places a high priority on supporting a healthy lifestyle for children. She gives parents advice and support on providing well-balanced foods for their children's packed lunches. Children explore different tastes and textures and the sounds they make as they bite into fruit at snack time. They demonstrate a good understanding of the importance of eating foods that are good for their bodies.
- Children show good manners. They ask for more fruit and say 'please' and 'thank you'. Children take pleasure in eating their snacks and packed lunch with their peers. They listen to their friends and discuss what they have been doing during the morning. Children politely ask to get down from the table when they have finished eating.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding and child protection. She is aware of the indicators of abuse, including any concerns associated with female genital mutilation or radicalisation. The childminder understands her role and responsibility to keep children safe and the procedures to follow if she is concerned about a child. She completes detailed risk assessments, which helps to ensure that children play in a safe and secure environment. The childminder supervises children vigilantly indoors and outdoors, to ensure their well-being.

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

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

- allow children more time to share their own knowledge, think through their ideas and respond to questions they are asked, to maximise their learning.

## Setting details

<b>Unique reference number</b>	2515568
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10191762
<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 4
<b>Total number of places</b>	6
<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 2019 and lives in Tilehurst, Berkshire. She holds qualified teacher status. The childminder operates Monday to Thursday, from 7.30am to 6pm for the majority of the year.

## Information about this inspection

### Inspector

Jane Franks

### 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 to the inspector to share what she wants children to learn and how she supports them to make progress.
- The inspector and the childminder carried out a joint observation together to reflect on the quality of teaching and learning during an adult-led activity.
- The inspector spoke with children and took account of the written views from parents.
- The inspector viewed relevant documentation and evidence of the suitability of persons living in the household and the childminder's qualification certificates.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022