

Childminder report

Inspection date: 7 February 2022

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

The provision is good

Children are happy and settled and really enjoy the childminder's company. She is caring and considerate. The childminder knows children's individual routines well and supports their care needs quickly and effectively. She gives them lots of reassurance and supports their well-being very well. Children are confident and are keen to learn. The childminder takes time to encourage their independence and application to different tasks. Children receive lots of encouragement and praise from the childminder, helping to build their confidence and motivating them effectively. For example, young children persist to peel a banana, once the childminder has 'started them off'. Older children are confident in their care needs and competently peel their orange at snack time. They have very positive attitudes and persevere very well in developing their skills.

Young children benefit from good support to develop their emerging language skills. For example, the childminder role models good pronunciation. She regularly comments on objects and narrates what the children are doing. This helps children to extend their vocabulary and give meaning to their actions. Children are learning about the language of feelings, using resources and books. Children make faces that represent how they are feeling. The childminder supports children to understand why they may be feeling a certain way. This helps children to feel confident and supports their emotional well-being.

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

- The childminder is aware of the potential impact that the COVID-19 pandemic has had on children's learning and development. She has identified that after the national restrictions, some children need support to develop their social and communication skills. The childminder recognises that children benefit from social interaction and plans experiences to support this. For instance, with local groups still not being back to pre-COVID-19 levels, she hires a hall on a weekly basis for a number of childminders and their children to meet, to support the children's social development.
- The childminder supports children's mathematical skills well. She provides a range of activities to support children's understanding of counting and numbers. For example, children play with pretend bears, and match and sort the coloured bears. Older children confidently match and count numbers to 10.
- Overall, the childminder demonstrates a good understanding of how children learn and develop. Children benefit from a range of activities to support their development across all areas of the curriculum. Occasionally, some activities do not entirely promote children's engagement at the highest level. For example, during a group story time, some children lost interest or wandered off to access other resources.

- The childminder is effective in helping children to understand the importance of leading a healthy lifestyle. Children benefit from plenty of fresh air and exercise, such as through regular visits to parks and woods. The childminder encourages them to follow good hygiene routines and to make healthy food choices.
- Partnerships with parents are strong. Parents leave positive feedback and appreciate the reassurance and support given by the childminder. The childminder keeps parents informed of their child's progress through daily feedback. However, the childminder has identified that there is scope to engage parents even more with their child's learning at home to share relevant information to support a consistent approach to children's learning.
- The childminder is eager to enhance her knowledge. In addition to the mandatory training, she has kept herself up to date with recent changes to the early years foundation stage and has undertaken some additional training. For example, she has accessed training to extend her knowledge of the different ways to support children's behaviour. This has had a positive impact on the behaviour of the children in her care. The childminder adopts strategies to support consistent approaches.
- Children learn to value and respect different cultures and religions. For example, the childminder provides an environment that has positive cultural images, books and role-play resources to explore. Children enjoy learning about different festivals and celebrations from around the world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She knows the procedures to follow should she have any concerns about children. The childminder is vigilant of the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge up to date. She is aware of wider child protection issues, such as exploitation, extremism and radicalisation. The childminder carries out regular checks of her home and garden to help provide a safe environment for children. She has strong procedures in place that she follows to keep children safe on outings, such as on the school run and to the park.

What does the setting need to do to improve?

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

- review planning so that all activities consistently engage and challenge all children
- develop partnerships more with parents to help support children's continuity of care and learning even further.

Setting details

Unique reference number	EY448385
Local authority	Reading
Inspection number	10108823
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	0 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	4 December 2012

Information about this early years setting

The childminder registered in 2012 and lives in Reading, Berkshire. The childminder operates all year round from 8am until 5:30pm. She provides funded early education for three-year-old children. The childminder holds a relevant level 3 qualification.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The inspector had a learning walk with the childminder through all areas of the premises used by the children.
- Parents shared their views through written feedback. The inspector took these views into account.
- The childminder and inspector completed a joint evaluation of an activity.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of the documentation. This included evidence about the suitability of those living in the household, qualifications, first-aid certificates and policies and procedures.

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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