

Childminder report

Inspection date: 14 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy attending this home-from-home setting, where they show that they feel content and settle quickly. They grow in confidence through the childminder's reassurance and praise. Children respond well to the childminder's high expectations for what they can achieve. They listen attentively and engage readily in activities. Children display high levels of emotional well-being and are resilient when faced with setbacks in their play. For example, children redesign and rebuild tall brick towers when they become wobbly and fall over. Through trial and error, they test new ideas and experiment with ways to make the towers sturdier.

Children behave well. They show kindness and consideration to their friends. Despite their young age, children readily share toys and wait patiently for their turn with a popular resource. Children experiment with a range of media and materials. They listen well to the childminder's instructions on how to make greeting cards. They expertly mix the paint together and show great imagination as they create colourful patterns with their hands.

The childminder provides thoughtful support to children and their families, particularly for the youngest children who were born during the national lockdowns. She recognises the importance of children developing their social skills and ensures good opportunities for children to socialise regularly with other children.

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

- The childminder uses her good knowledge of children's individual needs to help children successfully develop new skills. She accurately identifies children's next steps in learning that reflect the most important area they need to work towards. In particular, the childminder places a strong focus on supporting children's independence skills. For example, children are supported to put on coats and shoes, developing their confidence and self-care skills in readiness for their move to school.
- The childminder provides effective support for children's language and communication, for example through reading stories and the promotion of simple songs and rhymes. She speaks clearly, checking children's understanding of words, and sensitively helps them if they struggle with pronunciation. Children engage effectively in conversations with the childminder, who models new language skilfully to children. For example, in a game using cars and trucks she introduces the word 'vehicle' to help children expand their vocabulary.
- The childminder encourages children to explore, investigate and follow their own ideas. However, during spontaneous play activities, she does not focus precisely enough on what she knows about children's capabilities in order to challenge

children further. Additionally, at times, the childminder does not ensure that the learning intentions for some activities are aligned closely enough to the ages and stages of children attending. For example, during a planned craft activity, the childminder does not place sufficient focus on the intent of the activity so that all children can join in at a level that is meaningful to them.

- The childminder is a good role model and treats children with kindness and consideration. She sets clear and consistent expectations that help children understand simple rules, including how to keep themselves safe. For example, children enthusiastically help with tasks, such as tidying up before they move on to their next activity. They learn to sit at the table when eating, develop good manners and handle equipment safely.
- Children have ample opportunities to be active. Outings are a regular feature of the curriculum. Children enjoy visits to parks or places of interest as part of their topic work, for example when learning about the changing seasons. The childminder supports children well to lead a healthy lifestyle, such as learning about foods that are healthy for them. Children take part in weekly gymnastic lessons where they develop their balance and agility.
- Partnerships with parents successfully promote an effective two-way flow of information. The childminder follows children's routines to promote consistency and works with parents to help children achieve milestones, such as toilet training. Parents are complimentary about the high-quality service, in particular the useful information they receive that helps them support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fulfils her role and responsibility to protect children from the risk of harm effectively. She frequently updates her knowledge and ensures that she understands a wide range of safeguarding concerns, including those that present a risk more locally, such as county lines. The childminder is alert to the possible indicators that children are not safe and takes swift action to contact relevant agencies for guidance, as required. The childminder identifies and minimises risks effectively. She supervises children well and ensures a suitable environment for children to play safely.

What does the setting need to do to improve?

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

- focus interactions with children more precisely on developing their critical thinking skills so they are challenged in their learning
- improve the intent of activities so that all children can join in and benefit at a level that is meaningful to them.

Setting details

Unique reference number	EY559010
Local authority	West Berkshire
Inspection number	10190366
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	1 to 8
Total number of places	5
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Thatcham, Berkshire. The childminder is open all year round, with the exception of family holidays. She holds a recognised early years qualification at level 3.

Information about this inspection

Inspector

Melissa Cox

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 inspector spoke to the childminder about how she arranges her setting and organises the curriculum.
- The inspector observed the childminder's interactions with the children and reviewed the impact the teaching had on children's learning and development.
- A range of documents were sampled, including suitability checks and qualification certificates.
- The inspector reviewed feedback gathered from parents and spoke with children to gather their views.

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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