

Childminder report

Inspection date: 24 February 2022

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

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not assure children's safety robustly. Weaknesses in her knowledge of safeguarding, particularly the procedure to follow in the event of an allegation, undermines the overall good quality service she provides.

Despite this, the childminder offers strong support for children's learning and they make good progress, particularly in their speaking and listening skills. Children settle quickly and develop secure relationships with the childminder and each other. They understand the daily routine well and show a keenness to join in and take part in all activities. Children show high levels of care and respect for one another. They listen attentively when the childminder explains the rules to keep them safe and follow these well. For example, children remain vigilant as they cross the road, looking out for cars. They respond well to the childminder's safety reminders, such as careful walking on the stairs. They are frequently rewarded with a big hug for good listening.

Children are confident communicators. They eagerly sing along to popular rhymes and use increasingly complex vocabulary for their young age. Older children match letter sounds to the letters in their names with developing skill and make early attempts at writing their names. They are supported to develop their independence, such as using cutlery at mealtimes and tidying away games when they have finished. Children show determination and perseverance at doing tasks for themselves, such as concentrating on zipping their coats up for themselves. They create an imaginative game of being aeroplanes in the garden, rushing up and down slopes with skill and balance.

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

- The childminder places a strong focus on meeting children's needs. She actively seeks support from the local authority and swiftly acts on their guidance to make improvements that benefit the children. However, the childminder has not identified gaps in her training and knowledge of safeguarding policy and procedure, which impacts on children's overall safety.
- The childminder designs a curriculum that accurately prioritises children's individual learning needs. She uses her good understanding of how young children learn to provide a wide range of interesting and challenging activities. The childminder builds successfully on children's prior understanding. Children make good gains in speaking and confidence skills in readiness for the next stage in their learning. However, at times, the childminder does not give children enough time to work out a solution to a problem themselves, such as through trial and error, and jumps in quickly to give children the answer.
- Children benefit from a language rich environment, where they continually build

and extend their vocabulary, such as through engaging story and rhyme times. Children actively join in with the actions to the song. They intently watch the childminder and follow what they need to do next. The childminder effectively supports children who show a delay in their speaking. Children gain confidence in using sign language, so that they can make their needs known.

- The childminder places a strong focus on supporting children's emotional security and well-being. She has high expectations of children's behaviour, establishing clear and consistent boundaries that support children to feel safe in her care. The childminder's positive and caring nature motivates children to join in. They benefit from high-quality support and encouragement to overcome challenges in their play. Children develop high levels of emotional resilience and demonstrate a can-do attitude when approaching new tasks. However, weaknesses in safeguarding mean that children have a false sense of security as their overall welfare cannot be assured.
- The childminder helps children to make healthy choices and to be physically active. Children enjoy walks to local parks and the communal garden, where they balance on logs, kick leaves and energetically jump in puddles. They benefit from a varied menu of home-cooked meals and use cutlery with increasing confidence.
- Effective partnerships with parents, carers and other agencies support a good exchange of information about children's learning. The childminder updates parents and carers regularly with ideas they can follow at home to promote consistency in working towards children's next steps. She works well with outside agencies, including teachers from the Virtual School to ensure children make the best progress they can.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder is unclear about the roles and responsibilities of safeguarding partners, including the local authority designated officer. She does not recognise the difference between a complaint or an allegation and fails to take action to refer information on, as required. The childminder holds a sound knowledge of signs that indicate neglect or physical abuse. However, her knowledge and training does not extend to risks associated with anti-social or criminal behaviour, including gang involvement, organised crime groups or county lines. The childminder completes effective risk assessments of her premises, including the outdoor communal gardens, and supervises children well to ensure their safety.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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implement a policy, and procedures, to safeguard children that is in line with the guidance and procedures of the relevant local safeguarding partners and that includes an explanation of the action to be taken in the event of an allegation being made against you	11/03/2022
improve understanding of wider safeguarding matters, including risks that occur outside the setting in your local community, such as county lines.	11/03/2022

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

- give children time to think and respond to questions during play and discussions to extend their problem-solving and thinking skills.

Setting details

Unique reference number	EY559915
Local authority	Reading
Inspection number	10190360
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Reading, Berkshire. The childminder operates all year round from 7.30am to 6pm, Monday to Friday. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melissa Cox

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 their evaluation of the provider.
- The childminder and inspector completed a learning walk and held a discussion about the intent of the curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector referred to a number of written parental reviews of the setting.
- Children spoke to the inspector about what they enjoy doing at the childminder's home.

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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