

Childminder report

Inspection date: 23 March 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 build warm, trusting relationships and thrive in the care of the exceptionally friendly, welcoming and nurturing childminder. The childminder is attentive to their individual needs. She provides an inclusive environment and successfully helps children to learn about what makes themselves and others unique.

Children are enthusiastic and motivated to learn. The childminder has high expectations for their behaviour, and they behave very well. Children demonstrate respect for the childminder. For example, when asked to tidy up, they respond quickly to instructions. The childminder provides children with clear and consistent boundaries, so they understand the difference between right and wrong. She gives them meaningful praise for their excellent behaviour and individual efforts. This helps to support children to develop a positive sense of themselves.

Children have rich learning experiences that help them to develop skills essential for their future education. The childminder uses songs and rhymes well to develop children's communication and language skills effectively. Young children sing familiar songs, with actions and props, and can identify the sounds the animals in their songs make. All children choose to share books. They handle books carefully and delight in retelling their favourite stories to the childminder. The childminder models vocabulary well and uses sign language to help support all children, including those with limited speech.

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

- The dedicated childminder knows the children well and demonstrates a good understanding of how children learn and develop. She has consistently high expectations for every child. She completes regular observations and assesses children's learning effectively. This helps her to identify any gaps and plan for their next steps. All children, including those with special needs and/or disabilities, make good progress from their starting points.
- Partnerships with parents are good. The childminder works very closely with parents to ensure she meets the needs of the individual children. She has established good links with other professionals involved in children's care, to help support all children's emotional and care needs superbly.
- The childminder ensures that children have a wide range of opportunities to be physically active and provides them with healthy meals and snacks. However, occasionally she misses opportunities to talk to children about the importance of making healthy food choices, as part of leading a healthy lifestyle.
- The childminder interacts well with children and successfully incorporates their interests well into planned activities. For example, when children show an

interest in insects, she provides a selection of resources and books to enable them to explore these even further.

- Children use mathematics during their everyday play and demonstrate a good understanding of the resources they need to explore measurement. For instance, they measure the lengths of 'spaghetti worms' and identify that some are longer than others.
- Children develop a good understanding of the natural world. For example, they relish the opportunity to grow cress and eat this with their lunch. These positive experiences help children to learn how to care for living things and develop an awareness of how things grow over time.
- Overall, the childminder encourages most children to be independent in leading activities. For instance, older children peel their own fruits at snack time. However, on occasion, the childminder does not provide younger children with similar challenges to help develop their emerging independence.
- Children develop strong social skills and interact with kindness and respect. The childminder provides a good range of opportunities for children to meet new people and access activities within their local community. For instance, they visit local parks and playgroups. These experiences help to extend their knowledge and understanding of the differences and similarities between themselves and others.
- The childminder is committed to her role and ongoing professional development. She has completed online training and regularly meets with other professionals to share ideas for good practice. This helps to keep her knowledge and skills up to date and support the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe. The childminder confidently knows how to identify, record and report child protection concerns. She completes relevant training and understands the importance of ensuring her knowledge is up to date. For example, she demonstrates her understanding of the 'Prevent' duty guidance effectively. The environment is safe and secure. The childminder completes a daily risk assessment before children arrive. Children learn to keep safe with gentle reminders from the childminder, such as the importance of not climbing on furniture as they may fall.

What does the setting need to do to improve?

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

- continue to help children to understand the importance of making healthy food choices
- adapt activities so that all children can complete tasks independently, including those they might find a little challenging.

Setting details

Unique reference number	2530681
Local authority	Reading
Inspection number	10215110
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Reading, Berkshire. She provides care on Tuesday, Wednesday and Thursday between 8am and 5.30pm. The childminder receives funding to provide early education for children aged three years.

Information about this inspection

Inspector

Ingrid Howell

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 childminder and has taken that into account in her evaluation of the setting.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector sampled a range of documentation, including paediatric first-aid certificate and public liability insurance.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children and how she assesses and plans for children's learning.

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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