

Childminder report

Inspection date: 11 April 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time in this inviting and stimulating environment. They are self-motivated, confident and keen to develop their own activities. Children are sociable and readily invite others to join in their play. They are creative and use good imagination in their play. For example, they enjoy making 'pizzas', adding their favourite toppings out of play dough. Children build strong bonds with the childminder. Younger children enjoy playing with older children and learn from each other.

The childminder is responsive to the children's interests and needs. Older children hold intelligent two-way conversations about their experiences, likes and dislikes. Children discuss healthy and unhealthy foods. They are encouraged to make healthy food choices in their play. For example, when they make play dough 'pancakes', they decide that fruit is a better filling than chocolate. Children's learning is made more enjoyable through the use of songs during activities. For example, they sing as they wash their hands. This supports children's understanding of good hygiene routines.

Children are keen and motivated learners. They make good progress from their starting points. Children show perseverance as they fit pieces of jigsaw puzzles together. They react well when the childminder praises their efforts and achievements. Children consistently behave well and are polite to others.

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

- The childminder understands how to support children's learning. She has a good knowledge of what children can do. This supports the childminder to establish children's needs. She carefully monitors their progress and uses this information to plan what children need to learn next.
- Children develop secure mathematical knowledge and understanding. The childminder uses quality resources that support children to achieve well. Children have good opportunities to apply their knowledge of numbers to solve problems. They are able to count objects correctly and match these to the corresponding numeral. Children show understanding of 'more' and 'less'.
- The childminder provides children with games to enhance their memory skills. This supports children's retention of knowledge in other areas of learning. For example, when they identify shapes, they remember the names of more unusual shapes such as 'oval'.
- Children are curious and like to explore independently. They demonstrate good powers of concentration. However, at times, the childminder does not give children enough time to think and test out their own ideas by themselves. This affects children's ability to carefully consider solutions to a problem.

- The childminder is committed to furthering her professional development. She researches online and has recently attended several courses to improve her knowledge and understanding, for example regarding the 'Prevent' duty. She is vigilant in her practice to consider any potential signs of harm to children.
- Parents speak highly of the care and education their children receive when they are with the childminder. They highlight positive changes in their children's language skills and self-confidence. The childminder keeps parents informed about their children's learning through verbal and electronic exchanges. However, she does not gather sufficient information from parents about their children's home languages and their culture. As a result, the childminder has not considered the many opportunities for children to understand what makes them unique.
- Children feel safe and secure. They show an increased understanding of different emotions. Children illustrate this when they talk about how much they miss their friends when they are not at the setting.
- Children learn about the world around them, such as people who help us. They pretend to be doctors as they master how to use the toy blood pressure monitor and stethoscope.
- Older children are prepared well for their move to school. They take part in a range of interesting activities to support this. Children make marks as they attempt to form recognisable letters of their name. They develop their understanding of smaller and larger numbers.
- The childminder helps to promote a healthy lifestyle. Children say that rest is important so that they can 'charge their batteries'. Children have ample opportunities to enjoy the fresh air outdoors. They regularly visit places of interest, such as local parks and shops.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibility to protect children from harm and the risk of being exposed to extremist views. She attends regular safeguarding and wider child protection training to keep her knowledge up to date. The childminder recognises the possible signs and symptoms of abuse. She understands the local procedures to follow if she needs to seek further help or to report any concerns. The childminder ensures that children are able to play in a safe environment. She carries out regular risk assessments to minimise any potential hazards.

What does the setting need to do to improve?

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

- use all opportunities to ask questions that enable children to have time to think

and find their own solutions in their play

- extend further the opportunities for children to share their home languages and their cultures to help them to understand what makes them unique.

Setting details

Unique reference number	EY246847
Local authority	Reading
Inspection number	10228327
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	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	10 January 2017

Information about this early years setting

The childminder registered in 2002. She lives in Reading, Berkshire. She operates Monday to Friday, from 7.30am to 6pm, all year round. The childminder has a relevant early years childcare qualification at level 3.

Information about this inspection

Inspector

Sonia Panchal

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 inspector observed the quality of the education being provided and assessed the impact that this was having on the children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their written views on the childminder's provision with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the childminder's suitability to work with children.

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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