

Childminder report

Inspection date: 27 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 love to come to this home-from-home environment. They happily choose from a wide range of resources which are well matched to their interests. Children learn to play independently and cooperatively with others. They share affectionate bonds with the childminder and readily seek her out when in need. Children behave well. They are encouraged to use good manners and respect others. They listen and follow the childminder's instructions with good understanding. Children look forward to the daily opportunities to join in with their favourite songs. They hum to the tunes of familiar songs as they play. Children show delight as they scream for the crocodile in the rhyme 'Row, Row, Row Your Boat'.

Children's confidence grows as they attempt to say new words in their play. Their memory skills are enhanced well as they select familiar stories for the childminder to read again and again. This helps to prepare children for the next stages of their education. Children have ample opportunities to develop their social skills as they meet new people on their visits, such as at local toddler groups. They enjoy the variety of activities on offer and have recently planted sunflower seeds to look after at home. Children know that the plants 'need a drink' of water to help them grow. This helps children to make sense of the world around them.

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

- The childminder places a strong focus on children's communication and language skills. Children hear and learn new words as they play. The childminder builds in time in the day to recall children's previous learning. For example, when she shares a book about acorns, the childminder relates it to the sunflower seeds that children planted. This encourages children to make connections in their learning.
- Children show a growing familiarity of the routines of the day. For instance, younger children ask to sit in the high chairs when they want to eat. Children demonstrate good independence skills. They clean their faces, hands and high-chair trays before and after mealtimes, without being prompted. However, the childminder does not consistently maintain a well-organised learning space. When children finish playing with toys, these remain on the floor. This does not support children to learn to regularly tidy up resources so that they can easily find what they may want to play with next.
- Children demonstrate high levels of curiosity in their play. They test out their ideas and are guided sensitively by the childminder to help find solutions. Children thoroughly enjoy playing with the resources, such as a toy castle which has many levels and rooms. They show sustained concentration as they move different-sized models from one compartment to another. This helps to support children's confidence and resilience skills.

- The childminder works closely with parents to gather information about what their children can do. She uses this information effectively to plan specific learning opportunities for each child. Children's learning is promoted further as the childminder regularly communicates children's next steps to parents. For instance, younger children show a greater desire to use a fork and spoon to feed themselves independently as this is followed up at home. This impacts well on children's progress from their starting points, including those children with special educational needs and/or disabilities.
- Parents speak highly of the education and care the childminder provides. They comment that their children 'fly into the childminder's arms' when they arrive. Due to the impact of COVID-19, some parents are anxious about when their children start. The childminder recognises this and alleviates their worries by sending regular photos and updates on how well their children have settled.
- The childminder considers ways for children to learn about the diversity in the world. Children learn about different festivals, such as Easter, when they learn that chicks hatch out of eggs to symbolise new life. However, the childminder does not provide sufficient opportunities to promote children's home languages and culture. This means that children do not fully experience what makes them unique.
- The childminder is committed to continual improvement. She has strong partnerships with other professionals, such as a local network of childminders and early years advisers. The childminder shares good practice and seeks advice to keep her knowledge current.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training. She updates her safeguarding knowledge on a regular basis as she researches online. The childminder has a secure understanding of her responsibility to protect children from harm and the risk of being exposed to extremist views. She recognises the possible signs and symptoms of abuse and understands the local procedures to follow if she needs to seek further help or to report any concerns. The childminder carries out regular risk assessments, indoors and outdoors, to ensure that children are safe and risks are minimised.

What does the setting need to do to improve?

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

- gather more detailed information about children's home languages and cultures so that it can be shared to make children feel unique and valued
- maintain a well-organised learning environment and encourage children to contribute to keeping areas tidy where they play.

Setting details

Unique reference number	EY451392
Local authority	Reading
Inspection number	10228721
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 January 2017

Information about this early years setting

The childminder registered in 2012. She lives in Caversham, Reading. The childminder provides care from Monday to Thursday, from 8am to 6pm, all year round. She holds a relevant level 3 qualification in childcare.

Information about this inspection

Inspector

Sonia Panchal

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