

Childminder report

Inspection date: 16 May 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	Met
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What is it like to attend this early years setting?

The provision is good

Children demonstrate strong bonds with the childminder and show that they feel happy and secure in her welcoming home. They illustrate this as they make independent decisions in their play and confidently ask her to read them stories. Children show a keen interest in books and join in with familiar phrases. They are imaginative and have a great deal of fun dressing up in their favourite costumes alongside their friends. Children are learning to regulate their emotions. For instance, they listen to the childminder when she sensitively reminds them to share and think about their actions. This helps them to develop an awareness of the feelings of others.

Children benefit from nutritious home-cooked meals each day. They learn to make healthy choices and select their snack from the wide range of fruit available. Children demonstrate good independence skills. They put on their all-weather suits and boots ready for outdoor play. This helps to support school readiness. Children are keen explorers and demonstrate a love of the natural world. They discuss the textures of sticks and build on their stamina as they pull out long grass and collect leaves for their craft activities. Children make good progress in their learning from their starting points.

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

- The childminder spends quality time getting to know children and their families well. For example, she gathers detailed information on their backgrounds, traditions and wider family. Children delight in sharing their home languages and celebrate their cultural festivals with pride. This promotes their understanding of diversity and inclusion highly effectively.
- The childminder observes children as they play and plans a curriculum that focuses on their care and development needs. The childminder observes children as they play and plans a curriculum that focuses on their care and development needs. However, on occasion, she could challenge children's learning to a higher level. For example, at times, the childminder is a little over-directive, answering questions rather than asking the children to think about the answers for themselves. She needs to capture opportunities that arise for children to problem-solve and think critically as they take part in their activities.
- The childminder supports children's speech and language effectively. She models words clearly, such as 'soft' and 'shiny', as children collect natural resources in the garden. Children confidently select and name the colour of paint and discuss the marks they make as they enjoy craft activities. They learn new words, such as 'shield', and delight in comparing their creations.
- Children have many opportunities to explore their local community. For example, they enjoy weekly forest school sessions, where they learn new skills and an

understanding of how to take appropriate risks. Children delight in walks to parks and interacting with others at groups in the community. This supports their social development well.

- The childminder builds on children's mathematical understanding effectively as they engage in their play. For instance, children show an understanding of shapes and confidently name them as they slot them through the holes. They collect sticks in the garden and discuss differences in size. Children excitedly count to 10 when playing games, such as hide and seek.
- The childminder treats each child as a unique individual and ensures continuity in their care and learning. For instance, she holds daily discussions with parents and shares regular information on children's ongoing progress. Parents comment that they are delighted with the vast activities the childminder provides for their children. They say she is attentive, extremely loving and supports them highly effectively as a family.
- The childminder is a good role model and has high expectations for children's behaviour. This has a positive impact on their emotional well-being. For instance, children are polite and are keen to help with small tasks, such as setting up the table ready for their lunch. They demonstrate good manners and illustrate this as they say 'please' and 'thank you' when they ask for seconds.
- The childminder reflects on her provision to make improvements. She regularly updates her skills and knowledge and seeks relevant training that will benefit children. This has a positive impact on their ongoing development. For instance, the childminder has adapted her environment and introduced new resources to reflect on the different ways children learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe from harm. She attends regular training to ensure she keeps her knowledge of safeguarding procedures up to date. The childminder knows the possible signs of concern, including indicators that children may be at risk of being radicalised. She is aware of the correct procedures to follow when necessary. The childminder completes regular risk assessment to remove any potential hazards. She teaches children road safety and how to stay safe should they use digital media at home.

What does the setting need to do to improve?

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

- strengthen teaching and recognise when to build on children's critical thinking and problem-solving skills.

Setting details

Unique reference number	EY472384
Local authority	Reading
Inspection number	10236299
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 3
Total number of places	5
Number of children on roll	4
Date of previous inspection	4 October 2016

Information about this early years setting

The childminder registered in 2014. She lives in Reading, Berkshire. The childminder operates Monday to Thursday, from 8am to 6pm, all year round. She holds a relevant childcare qualification. The childminder receives funding to provide free early education for three- and four-year-old children.

Information about this inspection

Inspector

Jane Franks

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 observed interactions between the childminder and the children, and reviewed the impact on the children.
- The childminder discussed children's progress and next steps with the inspector.
- Parents' views were taken account of by the inspector.
- The inspector sampled documentation, including evidence of suitability and children's records.

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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