

Childminder report

Inspection date: 13 September 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 are happy, confident and show high levels of emotional well-being. They demonstrate that they feel safe and secure in the inclusive, warm and welcoming environment. Children happily explore their surroundings and choose what they want to do. They focus extremely well on activities that interest them. For instance, they spend long periods of time completing complex puzzles. When children comment that they cannot do it, the childminder's assistant uses positive phrases such as 'yes you can' and 'keep trying'. These encouraging comments help children to develop resilience and a can-do attitude.

Children make good progress from their starting points. The childminder recognises the importance of regularly assessing children's learning to quickly identify any emerging gaps. She is effective in providing targeted support to children who need it. All children successfully develop the skills they need for the next stage in their learning. They display good speaking and listening skills and engage effectively in conversations with the childminder, who listens with interest and values what they have to say.

Children behave well. The childminder and her assistant act as positive role models and have clear expectations for children's behaviour. Children respond quickly to instructions, such as helping to tidy up. They appreciate the importance of being kind and considerate to others.

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

- The experienced childminder and her newly appointed assistant have a good understanding of the individual characteristics and development of the children. Prior to children attending, they gather information from parents about children's existing knowledge and skills. This enables them to plan a curriculum to help build on these.
- The childminder is committed to ensuring all children in her care reach their full potential. She invests time in getting to know the children and their families and has established close bonds with them. This means children settle quickly and are very happy and eager to learn. A strong focus is placed on their emotional development, and children demonstrate they are confident and secure in the childminder's care.
- Partnerships with parents are strong. The childminder uses effective communication methods to share information with parents, for example through face-to-face discussions. Parents report that their children have come on in 'leaps and bounds' since being in the childminder's care. They are happy with how the activities are structured and have evolved as their children have got older.

- The childminder and her assistant promote children's communication and language well. Singing and stories are an integral part of the daily routine. For instance, the childminder reads stories and sings calming songs to soothe babies who have recently started attending. Older children listen with interest as the childminder's assistant reads with enthusiasm. Children become engrossed and comment that the elephants in the book squirt water from their trunks.
- The childminder and her assistant aid children's mathematical development well. Children confidently use mathematical language during their everyday play. For instance, they count the number of puzzle pieces they have and sort items such as leaves depending on their colour.
- Overall, the childminder and her assistant interact well with children. They introduce new words effectively into children's vocabulary, such as 'canopy', 'leaf' and 'pumpkin'. However, on occasion, the childminder and her assistant take on a supervisory role and do not fully recognise when children would benefit from their sustained support during their activities.
- Children benefit from lots of opportunities to be physically active. For instance, they spend lots of time outdoors in the garden and regularly visit local parks and woodland. Children demonstrate good skills in coordination as they use their bodies and pretend to grow from a seed into a plant.
- Children follow good hygiene practices and benefit from eating healthy meals and snacks. However, during the inspection, the childminder did not fully consider how to use opportunities, such as during mealtimes, to discuss the benefits of making healthy food choices as part of leading a healthy lifestyle.
- The childminder has a good vision for her provision and evaluates this appropriately. She supports her assistant accordingly and together they reflect on the day's activities to look at ways they can enhance their practice. The childminder and her assistant regularly read childcare updates and undertake training to advance their skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of how to keep children safe. They know the procedures to follow should they have any concerns about children. The childminder and assistant are vigilant of the signs that may indicate a child is at risk of harm. They complete regular training to keep their knowledge up to date. They are aware of all child protection issues, including exploitation, extremism and radicalisation. The childminder carries out regular checks of her home and garden to help provide a safe environment for children.

What does the setting need to do to improve?

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

- make full use of every opportunity to engage and interact with children in a meaningful way to help develop their play even further
- continue to support children to gain a better understanding of the importance of making healthy eating choices.

Setting details

Unique reference number	EY432699
Local authority	Wokingham
Inspection number	10228587
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	3 November 2016

Information about this early years setting

The childminder registered in 2011 and lives in Woodley, Reading. She provides care from Monday to Friday, between 8am and 5.30pm, all year round. The childminder has recently employed an assistant who holds a qualified teacher status. The childminder accepts funding to provide free early years education for children aged three and four 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 provider.
- 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 took account of the views of parents through written feedback provided.
- The inspector asked the childminder and her assistant questions to establish their understanding of how they safeguard the children in their care.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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