

# Childminder report

---

Inspection date:

26 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children are happy and confident in this stimulating and nurturing setting. They form trusted attachments with the supportive childminder. Children are inquisitive learners. They enjoy exploring the wide range of interesting activities on offer. For example, they become excited when they push a range of wheeled toys down a slanted guttering pipe. Children happily play alone and also invite others to join in their play. They learn to be kind and considerate to others. Older children readily help their younger friends and share their toys. This helps to develop children's understanding of how to treat others and build friendships.

Children show a genuine love for books. Older children like to share books with the younger ones. They recall story events from pictures to share with each other. Children have a repertoire of songs they like. They play an interesting game of 'singing stones' and choose stones with pictures on that represent familiar songs. Children learn to wait patiently for their turn to select a 'singing stone'. This helps children to learn about fairness and prepares them for the next stage in their education.

Children enjoy daily access to the childminder's garden. They investigate and successfully fit through a circular opening on the climbing frame. Children smile with pride as they are encouraged and praised by the childminder for their efforts. This helps to boost their self-confidence even further.

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

- The experienced childminder demonstrates a good understanding of how young children learn and develop. She gathers comprehensive information at the start about what children know and can do. The childminder uses these details to help plan learning that matches children's needs. All children make good progress. This is particularly the case when supporting those who may show a slight delay in their speech. The childminder introduces hand signals for key words, which children begin to use to aid their communication.
- The childminder places a high priority on developing children's communication and language skills. She continuously models the correct use of sentences and introduces new words. For instance, the childminder shows children a shell with a conker inside and introduces the word 'prickly' to describe the outer layer. Children practise their conversational skills as the childminder speaks to them informally during mealtimes, for example when they share that bananas are their favourite fruit. This supports children to engage with interest and become confident communicators.
- Children have a keen interest in numbers and counting. The childminder uses their play opportunities to say numbers in sequence and develop their counting

skills. Children are introduced to mathematical language related to size and shape. For example, they correctly recognise large and small dinosaurs and tidy away the large ones first in a box, with the smaller ones on top.

- The childminder uses her continual assessments to identify what children can do and what she wants them to learn. However, occasionally, she does not plan children's activities with sufficient clarity regarding what she intends each child to learn to progress. For instance, during a group play dough activity, the childminder introduces too many learning opportunities for children to grasp, such as naming colours, recognising size, and naming and counting different objects. At these times, she does not fully promote individual children's learning to the highest level.
- The childminder promotes children's independence skills from the outset. Children show good self-care skills. They carefully put away their belongings as they arrive, wash their hands before mealtimes and pour their own drinks. The childminder reminds children what is happening next throughout the day, which helps them to feel more prepared. This approach also promotes children's good behaviour.
- The childminder understands the importance of teaching children about the diverse world we live in. She gives children opportunities to discuss similarities and differences between themselves and those of others. For example, children like to share a book that shows 'hello' in different languages. This helps to widen their knowledge and appreciation of other cultures represented in modern Britain.
- The childminder has developed a strong partnership with parents, who are highly complimentary about the care and education their children receive. Parents say they are impressed with the 'safety, engagement and development' of their children. The childminder and parents work successfully together to support children's continuous progress, such as mastering toilet training and dressing themselves.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to protect children from harm. She knows the procedures to follow should she have any concerns about a child's welfare or if an allegation is made against an adult. The childminder is aware of the possible signs that may indicate a child is at risk of harm, including exposure to extremist views and behaviours. She completes regular training to keep her knowledge up to date. The childminder supervises children well and regularly risk assesses her home and garden to ensure children are safe and secure.

## What does the setting need to do to improve?

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

- review planning to identify more precisely what children need to learn from an activity so that their learning is taken to the highest level.

## Setting details

<b>Unique reference number</b>	EY304286
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10228393
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	1 December 2016

## Information about this early years setting

The childminder registered in 2005. She lives in Newbury, Berkshire. The childminder works Monday to Thursday, from 8am to 5.30pm, and on Friday from 8am to 4pm, during school term times. She works from Monday to Wednesday, 8am to 5.30pm, in the school holidays. The childminder holds a relevant childcare qualification at level 3.

## 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector took part in a learning walk together to discuss the childminder's intentions for children's learning and the safety of the premises.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living on the premises.
- The inspector observed interactions between the childminder and children to evaluate the impact on children's learning and development.
- The inspector talked to the childminder at appropriate times during the inspection.
- The inspector took account of the views of parents from their written comments.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022