

Childminder report

Inspection date: 30 September 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
----------------------------------------------	------

What is it like to attend this early years setting?

The provision is good

Children are welcomed with a smile and a cuddle at this childminder's home. They are happy and safe. They delight in exploring the toys and games attractively provided to interest them. For example, children eagerly sit down to explore a puzzle, sharing their excitement with the childminder when they succeed in putting it all together.

The childminder supports children with words of encouragement and positive praise. This warm and kind approach helps children behave well and supports their relationships with others. For example, young children hold out puzzle pieces to an adult, wanting to share. Children's needs and interests are well planned and catered for. Children recently visited a local garden centre, where they saw different animals. The childminder expanded on this experience by setting up a farmyard, to further interest the children and support their developing knowledge.

Children's independence is encouraged. They have space to play and explore, excitedly moving between rooms to choose different toys and games. The childminder encourages them to make choices about what they want to play with. Children are provided with a range of trips, visits and outings to widen their experiences. For example, the childminder attends local groups and meets up with other childminders to support children's social and communication skills.

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

- The childminder has good relationships with parents and carers. She provides daily updates about what their children are doing and the progress that they have made. Parents are very positive about this. They state that there is 'continuous communication' and say that they have seen progress from their children's starting points. Parents appreciate the important role that the childminder plays in their children's lives. For example, a recent family invited her to attend their child's first day at pre-school to support them all and share the experience.
- The childminder ensures she discusses new children's needs and interests with parents prior to them starting. For example, she is aware of the other languages they speak at home. However, she has not expanded this rich resource to extend all children's experience and understanding of different families, cultures and communities.
- The childminder recognises how important early language and communication are. She provides a range of books for children to take home and share with their families. She also takes children regularly to the local library, where they share stories and rhymes. This helps children to make good progress with their developing reading skills.

- Children benefit from the positive relationships that they have with the childminder. For example, the childminder shows that she values what they say and what they are interested in by playing with them and sharing in their success. When children delight in completing a puzzle, the childminder celebrates with them, clapping and smiling.
- Children benefit from different activities and resources to support their learning. The childminder provides an environment that is set up for children to explore and is arranged at their height. For example, children show interest in laminated numbers and pictures on a cupboard door. This supports children's developing mathematical knowledge. The childminder explained how she supports older children, who now attend school, with their homework. This supports children's reading and writing skills.
- The childminder lets the children take the lead in their play. This supports their confidence, as they can make choices about what they want to do. For example, the childminder sensitively encourages children to keep going, praising their efforts. Children respond warmly to this by persevering with a puzzle.
- The childminder accesses a range of local groups to share ideas, to support children's learning and development. However, she does not fully evaluate her own professional development needs, to enable her to identify further opportunities to develop her practice to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe from harm and has a good knowledge of current safeguarding issues. She understands what to do if she is worried about children and takes prompt and appropriate action if she does have any concerns. She can explain what she would do in a range of safeguarding scenarios. The childminder's premises are safe, secure and clean.

What does the setting need to do to improve?

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

- extend opportunities for children to learn about their own and other cultures and communities, to widen their experiences
- focus professional development opportunities more precisely to help develop practice to the highest level.

Setting details

Unique reference number	110338
Local authority	West Berkshire
Inspection number	10228139
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 1
Total number of places	3
Number of children on roll	3
Date of previous inspection	16 November 2016

Information about this early years setting

The childminder registered in 1996. She lives in Burghfield Common, between the towns of Reading and Newbury, in Berkshire. The childminder provides care from 8am to 5pm on Monday to Friday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Victoria Salisbury

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documents on request.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022