

Childminder report

Inspection date: 6 October 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 happy when they arrive at the childminder's home. They wave goodbye to their parents and settle quickly. Children confidently access the varied resources available to them. They show excitement when they find their favourite books and share the pictures they have seen, making links to their own experiences. Children feel safe and secure in the childminder's care. They are motivated to learn and happy exploring. Children show pride in their own achievements and those of others. For example, children congratulate each other for cutting their own fruit.

The childminder is conscious of the impact the COVID-19 pandemic has had on the children's learning and development. Children benefit from a tailored settling-in process to support their emotional development and socialisation skills. They take pleasure in attending 'messy play' sessions in the local community. Children regularly have access to woodland areas. They learn about their natural environment during 'muddy woodland walks'. Children remember items they have collected and recall what they have learned, such as that the outer casing on conkers are 'spiky' to scare off animals.

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

- The childminder knows the children very well. She has identified their individual starting points and plans her curriculum based on their interests. The childminder has a good understanding of how children learn. She has high expectations for behaviour. The childminder plans activities that allow children to practise looking after others. For example, children dress dolls and rock them gently to sleep.
- The childminder shows genuine enjoyment in what she does. She shows pride in developing her own skills and knowledge to deliver quality care and education to the children. She regularly attends training and shares best practice with other childminders in the area.
- The childminder demonstrates her knowledge of the areas of learning. She presents information clearly to children. Her teaching is designed to help children remember long term what they have been taught, and to incorporate new knowledge into larger concepts. The wide range of resources meet the children's needs and promote their focus of learning.
- The childminder teaches children to demonstrate positive behaviour and manage their own feelings. She explains the importance of what is right and wrong, and how to respond positively to adults. Children generally respond to requests and instructions from the childminder. However, on some occasions, she does not manage changes to the usual routine fully effectively, to ensure children remain settled and engaged in their learning.

- The childminder encourages children to be increasingly independent throughout the day. She teaches them the importance of sticking to good hygiene practices. For example, young children remember to wash their hands with soap before snacktime. The childminder consistently provides a healthy diet to children and talks about the importance of oral hygiene. She works effectively with parents to ensure children's learning about screen time is consistent.
- The childminder has a high regard for children's communication and language skills. She ensures that she models new words to children through planned activities, providing appropriate discussion about the subject matter being taught. However, on some occasions, the childminder makes use of opportunities to offer more challenge and fully extend more-able children's language skills.
- Children who speak English as an additional language are supported well. For example, parents share common key words in their home language. The childminder sensitively corrects and models language to further support children's language development.
- Parents speak highly of the childminder. They feel very well supported with their children's learning and development and the individual emotional support they have received, particularly when their children start with the childminder. Parents seek advice from the childminder and feel they are listened to. Parents acknowledge the opportunities their children have for free play, with access to a vast range of activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of how to keep children safe. She carries out regular safety checks on her home and the local area, which the children have access to on their walks. The childminder understands the risks of having a dog in her home and teaches children how to understand its behaviours. The childminder is aware of the responsibility she has in reporting any concerns in regard to the children in her care. She has a thorough understanding of the local safeguarding procedures. She completes regular training to keep her knowledge up to date.

What does the setting need to do to improve?

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

- build further on the support for children's emotional well-being, including during changes to the daily routine
- strengthen teaching to provide even more support for all children to extend their language skills.

Setting details

Unique reference number	EY451453
Local authority	West Berkshire
Inspection number	10228723
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	5
Date of previous inspection	14 December 2016

Information about this early years setting

The childminder registered in 2012. She lives in Tilehurst, West Berkshire. She offers care each weekday, all year round, including care before and after school for older children. She operates daily between 7.30am to 6.00pm.

Information about this inspection

Inspector

Sally Paton

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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for the children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to and viewed written feedback from parents.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector carried out a joint evaluation of an activity.

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