

Childminder report

Inspection date: 11 October 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, settled and eager to learn in the childminder's care. They form strong bonds with the nurturing childminder and approach her for reassurance when needed. Children follow the childminder's lead as they show kindness and consideration towards each other. For example, they give their friends a cuddle if they appear a little sad. Children are encouraged to be independent from the outset. They show an increasing ability to manage their own self-care needs. Younger children are supported to wipe their noses with a tissue. Older children wash their hands themselves before mealtimes. This helps to develop an understanding of good health routines.

Children enjoy exploring activities which captivate their interests, such as when they build train tracks for a long train with many carriages. They love it when the childminder joins in, who extends their learning further. Children are challenged to think about the best pieces of track to use to make a circular track. This supports children's critical-thinking skills.

Children show enthusiasm and a willingness to have a go. For instance, children build a high tower with bricks which collapses. They say, 'try again' to themselves as they attempt to rebuild it. They are regularly praised for their efforts, which helps to raise children's self-esteem.

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

- The childminder gathers information from parents about what their children know and can do, when they start. She uses these details to help children to settle quickly. The childminder continues to assess children's progress regularly and uses this information to plan activities to enhance children's skills further. For instance, children are eager to paint. The childminder successfully uses this opportunity to further develop children's fine motor skills. Children demonstrate that they can use a paintbrush with control and coordination. Children make good progress from their individual starting points.
- The childminder places a strong focus on supporting children's communication and language skills. She frequently repeats sentences and introduces new words, which children begin to use when they play independently. For instance, children learn the word 'under' as they are encouraged to follow the childminder's instructions to find a hidden item. This helps to build on their vocabulary and speech.
- The childminder makes use of opportunities for children to develop a good mathematical understanding of number, counting, shapes and size. Children apply their previous learning to independently count the carriages on a long train as they play. Children have learned that the 'curved' pieces of train track

produce a 'round' track. They test out their ideas as they want to build a 'big, round' track. This helps support children to think for themselves.

- Children are beginning to understand the rules and boundaries at the childminder's setting. Overall, children behave well. However, on occasions, the childminder does not support children effectively to manage their behaviour and feelings. This results in children showing their frustration and having minor disputes with each other.
- The childminder understands the importance of supporting children to feel unique and valued. She does this by giving children choices of what they would like to do next. However, she has not fully considered the best way to share children's own cultural experiences and their home languages to help children learn about the diverse world we live in.
- Parents speak with great fondness about the childminder. They comment positively on the communication between themselves and the childminder, which has led to their children's good progress. Parents are impressed with their children's increased independence and confidence. They also comment on the willingness of their children to now engage in activities at home and remain focused. They feel that their children are prepared well for their next stage in education.
- The experienced childminder regularly reflects on her practice and identifies areas for further improvement. She recognises the importance of providing children with daily opportunities to play and exercise outside in the fresh air. The childminder's garden has been adapted, so children have access to a safe outdoor area. They happily engage with the activities on offer, such as when they use their imaginations and pretend to eat the toy food in the playhouse. This helps to enhance children's physical development and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from harm. She is aware of the potential signs and symptoms of abuse, including exposure to extremist views and behaviours. She knows how to report any concerns about a child's welfare and if an allegation has been made against her or a member of her household, to the relevant authorities. The childminder regularly risk assesses her home, indoors and outdoors, to ensure that children are safe and secure in her care. She encourages children to identify risks and supports them to manage these risks, for example, they tread with extra caution on a slightly uneven surface in the outside play area to avoid tripping.

What does the setting need to do to improve?

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

- review and develop more effective ways to support children to manage their feelings and behaviour
- ensure children have more opportunities that value their own faiths, cultures and languages and learn to appreciate the diverse world we live in.

Setting details

Unique reference number	EY398994
Local authority	Reading
Inspection number	10228515
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	21 February 2017

Information about this early years setting

The childminder registered in 2009. She lives in Reading, Berkshire. The childminder provides care on Monday to Thursday, from 7.30am to 5.30pm, throughout the year. She holds a relevant childminding qualification. The childminder is in receipt of free early education funding for children who are three and four years old.

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 spoke to the inspector about their intentions for children's learning.
- The inspector observed the childminder's interactions with children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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