

# Childminder report

---

Inspection date: 19 October 2022

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

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

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

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

### The provision is good

Children are happy and settled in the warm and welcoming environment. They form secure attachments with the childminder, who is caring, gentle and kind. Children are confident in approaching the childminder for cuddles and reassurance when needed.

Children happily explore a good range of age-appropriate resources. For example, babies enjoy sensory resources and practise their first steps using push-a-long toys. Children engage well and show enthusiasm for their play and learning. They develop their concentration skills during activities. The childminder plans activities that interest children, such as painting. She extends children's learning during this activity by encouraging counting and discussing how the paint colours change when mixed.

Children play happily together. They are well behaved and are supported to share and take turns. Overall, children learn to do things for themselves. For instance, older children visit the toilet independently. Children mainly develop a good sense of responsibility during daily routines, such as helping to tidy up.

The childminder has identified that due to the impact of the COVID-19 pandemic, some children need more support in their language skills. Children engage in a variety of activities that encourage them to listen, including discussions and story time. Generally, this helps to promote children's language development effectively and supports them to make strong improvements in this area.

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

- The childminder has a confident knowledge of what she wants children to learn and why. She successfully uses opportunities to extend children's learning to support their development. The childminder has a secure understanding of children's progress and where they may need extra help in their learning. She uses a range of strategies to help children develop their vocabulary, speech and understanding. For example, simple explanations help younger children develop their understanding and questions encourage older children to talk about their experiences. However, at times, the childminder does not model some words to ensure young children hear and understand how to pronounce these correctly.
- The childminder knows children's interests and supports these well to support their individual learning needs. For example, she uses children's favourite television characters to promote their language skills. The childminder rotates resources to keep the learning environment relevant and interesting for children. She provides consistent routines to children, such as snack and mealtimes, which helps children understand what to expect. At times, the childminder does

not fully promote children's independence during daily routines to extend this further.

- The childminder provides children with opportunities for outdoor play and activities. Children use a variety of resources and equipment in the childminder's garden, including a chalkboard and water activities. In addition, children develop their strength and coordination when climbing large play equipment and playing ball games. These activities help to enhance children's small- and large-muscle skills. Children enjoy regular visits to a toddler group, which helps to support their social skills and early friendships.
- Children develop a good awareness of how to keep themselves healthy. They follow good hygiene routines, such as taking themselves to the toilet and washing their hands. The childminder promotes healthy eating for children. This includes talking to parents about what types of food to provide and encouraging children to eat healthier items from their packed lunch first.
- Parents praise the childminder for supporting them and their children during COVID-19. The childminder created ways of communicating with families and children to support their well-being. For example, organising group video calls for activities together and for celebrations. She identifies further training opportunities from the needs of the children in her care. She has a good relationship with other local early years settings, which helps support the needs of the children they share the care of.
- The childminder places importance on improving her professional development. She keeps up to date with relevant training, including safeguarding. She is a member of early years organisations that offer webinars, such as about oral health and learning activities. This supports the childminder to develop her skills and knowledge. The childminder demonstrates that she reflects well on her practice and, when needed, promptly makes changes to improve the quality of children's care, learning and safety.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her knowledge and understanding of safeguarding with regular training. She ensures her setting is safe and secure for children. She has a clear understanding of safeguarding processes. The childminder knows how to recognise signs of abuse. She is aware of the 'Prevent' duty and can identify signs of radicalisation and extremism. The childminder is confident about who to contact should she have a concern about a child's welfare or another adult's behaviours. This promotes children's well-being.

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

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

- develop the children's daily routine to further support their independence and personal development
- build on the already good language and communication teaching by consistently modelling words correctly, to promote children's developing speech and understanding more effectively.

## Setting details

<b>Unique reference number</b>	117024
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10228190
<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>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	26 January 2017

## Information about this early years setting

The childminder registered in 1999. She lives in Tilehurst, West Berkshire. The childminder works daily from 8am until 6pm, for most of the year. The childminder has a relevant early years qualification at level 3. The childminder is eligible to receive funding for the provision of free early education for children aged three and four years.

## Information about this inspection

### Inspector

Lynne Murray

### Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.
- The childminder explained to the inspector how she organises her early years provision, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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.

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