

Childminder report

Inspection date: 4 November 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate they feel happy and safe in this homely environment. They confidently explore the stimulating activities the childminder provides, both indoors and in the secure garden area. Children spend extended periods in the childminder's well-resourced garden. The childminder offers children experiences appropriate to their age and stage of development. For example, older children learn to pedal a bicycle. Younger children learn to push along smaller sit-and-ride cars with their feet.

Children develop good levels of independence. They have space to play and explore, excitedly moving between areas to choose different toys and resources. Children are helpful and respectful to the childminder and each other. For example, when washing their hands at the kitchen sink, they independently place a step in front of the sink to enable them to reach.

Children take part in a wide range of trips, visits and outings to broaden their experiences. For example, the childminder attends local groups and meets up with other childminders to support children's social and communication skills.

Behaviour is well managed. Children show care and concern for others, and even from a young age will help each other with tidying away resources into boxes. The positive atmosphere that the childminder has created has resulted in children being able to form strong relationships with both the childminder and their peers.

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

- Parents report that their children are always happy to attend the childminder's house. They are happy with the care that their children receive and feel that they are making good progress. The childminder gets to know the families who attend and builds positive working relationships with them.
- The childminder uses her understanding of child development to extend children's learning. She knows what the children already know and plans activities to widen their knowledge and skills. The childminder has a secure knowledge of each child she cares for. She takes time to learn about each child's experiences, routines and interests at home and builds on this. This helps them to settle quickly.
- The childminder promotes children's understanding of their own and different cultures. She works closely with parents, and uses stories, celebrates festivals and encourages children to try different foods.
- Children behave well and receive a good amount of praise. The childminder engages with the children well. She talks to them about what they are doing and asks appropriate questions. However, at times, the childminder does not give

children sufficient time to think and respond to questions, to express their own ideas and solve problems for themselves.

- The childminder supports children's curiosity well. She engages them in activities that are challenging and support their critical thinking. Children's current interest in fireworks is supported well through a number of various experiences. For instance, children sing a song about fireworks and learn about the noises they make such as, 'whizz', 'bang' and 'whoosh'. Children learn about how fireworks are used in different religions and cultures. For example, they learn about Diwali as they research Diwali, and how people use fireworks for Chinese New Year.
- Despite her positive and frequent interactions with children, the childminder sometimes misses opportunities to introduce mathematical language and concepts into everyday activities and children's self-chosen play. As a result, younger children are less exposed to experiences to help support their understanding of early mathematics.
- The childminder keeps her mandatory training, such as first aid and safeguarding, up to date. She keeps abreast of any new changes in childcare through her links with her early years adviser and other childminders. The childminder reflects on the activities she provides to identify any areas for improvement.
- The childminder carefully considers children's individual needs when planning learning experiences. She carefully plans and delivers activities to enable children of all ages to take part. For example, older children learn about shapes, colours and size. Younger children explore and investigate coloured water with sequins and sparkles in sealed bags. They show great delight and pride in their achievements as they clap and praise each other's achievements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to protect children and keep them safe. She has a very good understanding of the signs and symptoms of abuse. The childminder is aware of the correct procedures to follow and who to contact if she has concerns about children's welfare. She attends regular safeguarding training to stay up to date with key changes in policy. The childminder has a good understanding of safeguarding, including extremism and female genital mutilation. She uses risk assessments effectively to keep children safe in her home and when on outings.

What does the setting need to do to improve?

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

- give children time to think and answer questions, while creating more opportunities for children to solve problems and come up with their own ideas

- introduce even more mathematical language and concepts into everyday routines and activities.

Setting details

Unique reference number	2577114
Local authority	Reading
Inspection number	10250921
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Reading. She operates Monday to Thursday, from 8am to 6pm, and on Friday from 8am to 4pm, all year round. The childminder holds a relevant childcare qualification at level 4. The childminder is able to offer funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Chris Lamey

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants children to learn.
- The inspector discussed with the childminder how she plans and teaches the curriculum, and how she monitors children's progress.
- The inspector spoke to children at suitable times during the inspection and viewed written feedback from parents.
- The inspector observed interactions between the childminder and children.

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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