

# Childminder report

---

Inspection date: 14 December 2022

| <b>Overall effectiveness</b> | <b>Outstanding</b> |
|------------------------------|--------------------|
|------------------------------|--------------------|

---

|                          |                    |
|--------------------------|--------------------|
| The quality of education | <b>Outstanding</b> |
|--------------------------|--------------------|

|                         |                    |
|-------------------------|--------------------|
| Behaviour and attitudes | <b>Outstanding</b> |
|-------------------------|--------------------|

|                      |                    |
|----------------------|--------------------|
| Personal development | <b>Outstanding</b> |
|----------------------|--------------------|

|                           |                    |
|---------------------------|--------------------|
| Leadership and management | <b>Outstanding</b> |
|---------------------------|--------------------|

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

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

### **The provision is outstanding**

Children are welcomed into an environment bursting with learning opportunities. They demonstrate that they feel exceptionally happy and safe. For example, they seek out the childminder for cuddles and thoroughly enjoy sharing familiar stories together. They build on their vocabulary, consolidating new words, such as animal names and mathematical language. Children remember previous activities and what they have learned. They recall special events when looking at their photos.

Children flourish, and their communication and language skills are exceptionally well supported. The childminder provides an extensive range of meaningful experiences that interest the children. She goes beyond the expected to enhance the children's opportunities. For example, she works closely with another registered childminder. Together, they take children on regular outings, such as to national open spaces and parks, and constantly organise fun celebratory events. These activities give children opportunities to do something different and are highly effective in supporting children to make excellent progress.

Children's behaviour is exemplary. They have positive attitudes to their learning and play. For example, they respond positively and enthusiastically during tidy-up time, with even very young children working in collaboration. Children play wonderfully together. They are supported to make and maintain positive social relationships. Children show affection for each other. For instance, during lunchtime, one child leans onto another child with a hug, saying, 'I love you'. They show patience when taking turns with popular resources and show high levels of respect for one another. These skills set children up for future success.

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

- The childminder provides a highly effective curriculum that is ambitious and challenging for all children. She knows the children and their families extremely well and uses her knowledge to plan activities linked to their interests. The childminder is knowledgeable about the way children learn. This ensures that activities and resources promote children's development. Children are extremely well prepared for the next stage of their education.
- The childminder uses highly effective strategies to support children's communication and language. For example, she skilfully supports children of different ages to develop a love of singing and reading. Children excitedly choose their favourite stories. The childminder reads skilfully, building anticipation, which keeps the children engaged and eager to listen. Children learn new vocabulary and are given time to think and use language throughout the day.
- The childminder successfully nurtures children's social and emotional

development. She encourages children to talk about their feelings, as children consider how they feel on arrival. This helps children to understand their own emotions. Children develop excellent independence skills because they are confident and well supported. Older and younger children willingly wash their hands and display impressive levels of perseverance and concentration.

- The childminder uses many opportunities to teach children about mathematics. Children enthusiastically enjoy singing number rhymes and predict correctly which number comes next or when taken away. They are supported to use props and show the correct represented number on their fingers. During children's play, the childminder helps older children to develop problem-solving skills and introduces them to simple mathematical concepts, such as size and comparison.
- The childminder helps children to learn about cultures beyond their own. For example, the childminder speaks to parents about their home cultures, languages and festivals. She uses this information to plan and expand children's understanding of differences and diversity.
- Partnerships with parents are exceptionally strong. Parent feedback is overwhelmingly positive and highly complimentary. Parents comment that 'the childminder provides amazing care and well-planned activities'. One parent cannot express their appreciation enough, particularly for the help their older child received, who astounded teachers when starting school. The childminder shares information about the children's learning in a variety of ways. Parents in turn share things they have done at home to help develop this, ensuring continuity in the children's learning.
- The childminder reflects on her own practice consistently. She seeks the views of parents when considering the evaluation of her provision. She shows outstanding dedication and ambitious vision for continuous improvement. For example, she is passionate about doing all she can for the children and has made extensive changes to the outdoor provision. She regularly reviews her own skills and the learning opportunities she makes available to children. She focuses effectively on giving children rich experiences to build on the skills for their future learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent working knowledge of the safeguarding policy and procedures of the local safeguarding partnership. She is confident in recognising the signs that may indicate that a child is at risk of harm. The childminder can confidently talk about a range of safeguarding matters, such as 'Prevent' duty, county lines and child exploitation. She regularly refreshes her knowledge through various training and online safeguarding updates. Children's safety and well-being are given the highest priority. The childminder helps children to feel safe and secure. She thoroughly risk assesses the home and outings and has rigorous procedures in place to ensure that children are kept safe.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY481341  |
| <b>Local authority</b>                             | West Berkshire  |
| <b>Inspection number</b>                           | 10228932  |
| <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 2  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 3   |
| <b>Date of previous inspection</b>                 | 25 January 2017   |

## Information about this early years setting

The childminder registered in 2014. She lives in Burghfield Common, near Reading, Berkshire and operates her service from 7.30am to 6pm, Monday to Friday, all year round. The childminder regularly works with another registered childminder in her setting.

## Information about this inspection

### Inspector

Anneliese Fox-Jones

## 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 this into account in their evaluation of the setting.
- The childminder took the inspector on a tour of all areas of the premises, to understand how the early years provision and the curriculum are organised.
- A learning walk and joint observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including evidence of paediatric first-aid training.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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