

Childminder report

Inspection date: 26 January 2023

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

The childminder provides a warm, caring and nurturing environment. She is responsive to the children's needs, providing comfort when the children seek reassurance. Children are clearly happy, singing spontaneously and engaging in lots of laughter with the childminder. Children appear to feel safe and emotionally secure, knowing their needs are going to be met.

Children learn about the diversity of the world in which they live. They visit local cafés where they meet people and eat food from different countries. Sometimes, the children visit the community café on 'Pensioners Day,' where children interact with the older generation. These visits help children develop a sense of community and prepares them for future learning.

Children develop their imaginative play. They build on familiar experiences, such as when they pretend to fix a car. Children demonstrate their previous learning, negotiating how much it will cost to repair the car before collecting their tools and ringing on an imaginary doorbell. This supports children in developing their understanding of everyday experiences through play.

Children's behaviour is good. The childminder supports children to regulate their behaviour if any issues arise. For example, she cleverly distracts children from throwing toys by encouraging them to throw a balloon instead. Children learn age-appropriate and acceptable boundaries and behaviours.

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

- Children develop their physical skills and emotional well-being when they regularly explore outside. As well as the local parks, they visit the woods, run up and down the hills, visit the pond and even go on the train. Children look at maps to see where they are going and where they have been. They have picnics under the 'Dragon Tree.' This helps children to be physically active, promoting healthy lifestyles.
- The childminder makes the most of opportunities to extend the children's mathematical skills. For instance, she invites the children to count each piece of fruit as they place them in the basket. Children extend their knowledge and understanding through hands-on experiences, for example, by comparing the weights of the different baskets. These experiences help children develop an understanding of early mathematical concepts.
- The childminder supports children's communication skills. She adapts her language according to the individual needs of children. For example, the childminder animatedly copies younger children's babbling sounds and uses simple words. For older children, she asks well-considered questions and

introduces new words such as 'fainting' and 'daisy chains'. Children rapidly learn new words to build their confidence and to support their interactions with others.

- The childminder knows what the children can do and makes use of spontaneous opportunities to develop children's learning. For example, when reading a story about a grandmother, the childminder talks to the children about their own grandmothers. Children build on their experiences and make connections, strengthening their knowledge and understanding. However, the childminder does not always plan effectively to provide activities to extend children's learning based on what they can do.
- The childminder implements strong routines to promote healthy practices. She provides children with healthy snacks and encourages them to follow good hygiene routines. For example, children wash the table before snack and wash their hands before eating. The childminder encourages children to do things for themselves, such as wiping their own noses. However, she does not consistently make the most of spontaneous opportunities to build on children's independence.
- The childminder reflects on her practice to make changes and improvements. For example, she shares ideas with other childminders and uses the children's individual needs as a focus to further her own professional development. The childminder also completes statutory training to ensure she is continually providing the best care for the children.
- The childminder keeps parents well-informed and up to date with children's progress. Parents comment that their children are happy to attend the childminder's house and particularly enjoy the outings they participate in. Parents speak highly of the care and education the childminder provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows her duty to safeguard children and takes her responsibility seriously. She has a good understanding of how to recognise the different signs and symptoms of abuse, including those associated with issues such as female genital mutilation. The childminder completes regular training to keep her knowledge up to date. She understands the procedures she needs to follow and who to contact should she have a concern about a child. The childminder carries out risk assessments on the premises and for days out. The childminder teaches the children about road safety, helping them understand how to keep themselves safe.

What does the setting need to do to improve?

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

- consistently make the most of all opportunities to build on children's independence skills
- use knowledge of the children to plan purposeful learning activities to further extend their progress.

Setting details

Unique reference number	EY339211
Local authority	Reading
Inspection number	10263642
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 May 2017

Information about this early years setting

The childminder registered in 2006. She lives in Reading, Berkshire. The childminder offers full-time care on weekdays throughout the year, including out-of-school care. She operates on Monday and Friday from 9am to 5pm and on Tuesday to Thursday from 8.30am until 6pm. The childminder holds a recognised early years qualification at level 3. She receives funding for the free education of children aged three and four years.

Information about this inspection

Inspector

Nina Fortuna

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation during an activity.
- 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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