

Childminder report

Inspection date: 31 January 2023

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 Met (with actions)

What is it like to attend this early years setting?

The provision is good

The childminder has effective settling-in procedures and spends time getting to know children and their families well. She has good relationships with all children and they demonstrate they feel safe and secure in her home. Children select toys of interest from the variety of resources available. They are happy in the childminder's care and show good imagination as they pretend to feed their dolls. Children seek cuddles and reassurance when needed. They snuggle up to the childminder and invite her into their play. The childminder uses opportunities such as these to engage young children in discussion and to model words clearly. This helps to build on their speech and vocabulary.

Children develop an awareness of personal hygiene at a young age. For example, the childminder washes her hands after nappy changing routines and talks to children about the importance of removing germs. She continues these discussions as children play with their dolls, which supports their understanding even further.

The childminder is a good role model. For example, she uses words such as 'my turn' and 'your turn' when playing with young children, which helps them to learn about the concept of sharing. Children behave well and show kindness and consideration to others. The childminder consistently praises children for their achievements, which boosts their confidence and self-esteem.

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

- The childminder regularly evaluates her practice and is fully committed to making changes across the provision to raise standards. For example, since the last inspection, she has improved her knowledge and understanding of safeguarding. She gathers and records all the required information from parents when children first start at the setting. She is fully aware of the procedures to follow should she have any concerns about a child.
- The childminder assesses children's progress accurately and has a secure knowledge of each child. This helps her to identify what children need to learn next. For example, children delight in outings to farms and pet shops to feed the animals. This supports their understanding of the world. However, the childminder does not plan as well as she could to ensure she consistently builds on children's physical skills. For example, although children have opportunities to access outdoor play, overall, the activities the childminder provides to help develop their skills further are limited.
- Young children show high levels of curiosity and investigate toys with genuine interest. For example, they spend time pressing buttons and exploring different sounds. They watch carefully as the childminder demonstrates how to use mechanical toys, which helps to support their developing understanding of

technology.

- The childminder entwines mathematical concepts into daily activities and routines. For example, she counts with young children as they build towers, and she sings nursery rhymes with them as they engage in their play.
- The childminder has good relationships with parents and works well alongside them to support children's learning and welfare needs. She keeps parents well informed about what she wants children to learn next so that they can also support this at home. Children make good progress from their starting points.
- Children learn about the world around them. They celebrate their cultural backgrounds and festivals with their friends and share their home languages as they play. Children benefit from taking part in lots of local activities and attend local groups, which helps them to feel part of their local community.
- The childminder works hard to keep her skills and knowledge up to date. She uses a variety of professional development opportunities offered by the local authority and online organisations. She incorporates new ideas and initiatives into her practice very well.
- The childminder has high expectations for all children in her care. She sensitively reminds children not to climb on equipment and explains the reason why. This helps them to develop an awareness of their own personal safety. Children are familiar with daily routines and respond well to the childminder's requests. For example, they help her to tidy away the toys when they have finished playing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She has an in-depth knowledge of the signs and symptoms of abuse, including radical and extreme views or behaviours, for example. Safeguarding updates are integral to her practice, with up-to-date safeguarding training completed. The childminder's home is fully secure. She completes thorough daily risk assessments to minimise any hazards to children. For example, she keeps pets in the indoor and outdoor areas of her home and ensures all these areas are consistently kept clean and hygienic.

What does the setting need to do to improve?

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

- plan and provide children with further purposeful and challenging physical experiences, to help build on their developing skills even further.

Setting details

Unique reference number	2529153
Local authority	West Berkshire
Inspection number	10238954
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	9 February 2022

Information about this early years setting

The childminder registered in 2019. She lives in Thatcham, Newbury, Berkshire. The childminder offers care Monday to Friday, from 8am to 6pm. She holds an appropriate home-based childcare qualification.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- The inspector discussed the continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder discussed children's progress and next steps with the inspector.
- The inspector spoke to young children during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at a sample of documents, including evidence of the suitability of household members.

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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