

Childminder report

Inspection date: 8 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children relish the time they spend with each other. They learn how to respect and treat one another with kindness. Children demonstrate this when helping each other to collect their outdoor clothing ready to go outside. They also develop an understanding that not everyone is fortunate enough to have a home or a hot meal to eat each day. This helps children to learn about humanity and how to help one another.

Children's behaviour is good. They learn the importance of good manners and happily respond to the childminder's gentle reminders. They are given every opportunity to learn how to be independent and make their own choices. For instance, they learn how to drink from a cup and how to use cutlery safely when they show signs of readiness. The childminder has a high expectation of all children in her care. This positively contributes to the children making good progress. They develop the skills they will need to move on to school when the time comes.

Children feel safe and secure in this homely environment. They readily go to the childminder for help, or if they need comfort. Children form a strong emotional bond with this kind and caring childminder.

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

- The childminder completes all mandatory training and networks with other childminders to share good practice. This helps her to refresh her knowledge and plan a wide range of interesting activities for children to enjoy. She builds secure relationships with other settings that the children attend and shares her observations with them. This helps to promote continuity of children's care and learning.
- The childminder regularly observes children to know how to move them on with their learning. She liaises closely with parents, through photos, text messages and daily conversations, so they know what their children's next steps are and how they can help to continue their learning at home.
- The childminder knows children in her care very well and plans activities she knows they will enjoy. For example, children regularly go for woodland walks. They search for and examine different types of minibeasts through turning over logs and leaves. The childminder extends children's interest by encouraging them to match the insects they find to photos of the different species. This helps children to be motivated to learn and gain an understanding of the natural world.
- Children show good levels of curiosity in their play and concentrate well when building on new skills. They demonstrate this when they learn how to thread string through different-coloured buttons. They listen well to the childminder and

move on confidently in succeeding to thread larger beads together. Children are confident to build on their learning because they receive plenty of praise and encouragement from the childminder.

- The development of children's language and communication is a high priority for the childminder. She ensures she speaks to children clearly and precisely so that they are learning new vocabulary all the time. The childminder gives quality commentary to children's play. However, at times in her enthusiasm, she does not give children enough time to think and then respond to the good thought-provoking questions she asks them.
- Parents' written comments read during the inspection are highly appreciative of the high-quality care and education their children receive. Comments reflect how happy and settled their children are with the childminder. Parents particularly like the high level of communication they receive from her and the many outings she takes their children on.
- The childminder teaches children about how to lead a healthy lifestyle. Children demonstrate their understanding through conversations with the childminder. For instance, they know that healthy food helps to build strong muscles and gives energy. Children know that they must wash their hands before eating, and they join in with the 'washing your hands' song. The childminder knows children's routines well and follows them as closely as possible. This helps children to feel secure and confident.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities in keeping children safe. She knows the processes to follow if she is concerned about a child's safety. The childminder keeps up to date with her knowledge of safeguarding by regularly completing training courses. She has good knowledge of the potential signs and symptoms of abuse, and how to make a referral. The childminder teaches children about their own safety. For example, children learn how to play safely, and they tidy away toys to keep the environment free from trip hazards. Children are closely supervised when learning how to use tools safely, such as when using scissors.

What does the setting need to do to improve?

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

- improve teaching further to make sure children have sufficient time to consolidate their learning, develop their vocabulary and build their communication skills when questioned.

Setting details

Unique reference number	148420
Local authority	Wokingham
Inspection number	10260162
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	2 to 11
Total number of places	6
Number of children on roll	15
Date of previous inspection	18 May 2017

Information about this early years setting

The childminder registered in 1998 and lives in Lower Earley, Berkshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives early years funding for two-, three- and four-year-old children. She has a level 3 qualification in childcare.

Information about this inspection

Inspector
Hazel Farrant

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 that into account in their evaluation of the childminder.
- The inspector and the childminder completed a learning walk around all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents, including evidence of the childminder's suitability and training.
- The inspector read and considered written comments from parents during the inspection.

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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