

# Childminder report

---

Inspection date: 13 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

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

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

### The provision is good

Children show they feel safe and secure in the care of this nurturing childminder. For instance, they take pleasure in looking through their personalised photo albums and confidently talk about their lives at home. Children form strong friendships with their peers. They listen to each other, share their photos and show a genuine interest in what their friends have to say. This supports a sense of belonging at the setting.

Children benefit from a well-organised environment. They are assertive and make independent decisions in their play. For instance, children select books of interest and snuggle up to the childminder to listen to stories. The childminder models words clearly as children point to pictures. This helps to build on children's developing speech and vocabulary.

The childminder promotes children's independence skills well. For example, children listen to instructions and tidy away toys with little prompting. They manage their personal care needs well and wash their hands before their snack. Children learn how to use tools safely, and cut up their fruit with enthusiasm. They are polite and show good manners. For instance, they say 'please' and 'thank you' and ask to get down from the table. The childminder constantly praises children, 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 spends time getting to know children. She regularly assesses their progress and works closely with parents to identify what children need to learn next. However, at times, the childminder loses focus on the learning of older children. In her enthusiasm to engage in their play, she misses spontaneous opportunities to build on their existing skills and knowledge.
- The childminder works closely with parents right from the outset. She gathers detailed information about their children's achievements at home and uses parents' knowledge to help form her initial assessments. This helps her to swiftly identify gaps in children's learning. The childminder continues to ensure a good two-way flow of communication. Parents say they are happy with the progress their children are making.
- The childminder embeds children's mathematical understanding into their everyday activities. For example, children group objects into different colours and compare quantities. They work together to form a train track and use positional language, such as 'over' and 'under'.
- Children benefit from a childminder who places a high focus on their health and well-being. For example, children discuss healthy and unhealthy food groups as they pretend to feed their dinosaurs. They visit local shops to buy fruit for their

snacks and learn where food comes from. Children practise how to move their bodies in different ways as they excitedly join in with action songs.

- Children behave well and willingly share and take turns. They demonstrate that they can focus on activities for long periods and show a positive attitude towards learning.
- The childminder teaches children about personal safety. For example, children learn how to take safe risks, such as when using equipment at the park. They hold discussions with the childminder about stranger danger and take part in regular emergency evacuation drills.
- The childminder regularly reflects on her practice to help build on her provision. She values the views of parents and children, which help her identify areas for improvement. The childminder completes research and attends training to help build on her skills and professional development. She has formed a close network of childminders in the local community and shares her new knowledge to benefit children.
- The childminder effectively builds on children's understanding of the wider world. For example, children learn about a range of faiths and cultures and celebrate the home festivals of their peers.
- Children develop an understanding of the natural world. They delight in walks to feed the ducks and enjoy visits to local farms, where they take pleasure in feeding the animals. They have opportunities to meet other children and adults, such as at playgroups. This helps to build on their social skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities around keeping children safe, and knows what to do if she is concerned about a child's safety. She ensures that she keeps her knowledge of safeguarding up to date. She demonstrates good knowledge of the potential signs and symptoms of abuse, and how to make a referral. The childminder has a good understanding of different safeguarding concerns, such as county lines. Children learn how to play safely, and know to keep the environment free from trip hazards.

## What does the setting need to do to improve?

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

- use information gained from assessment more precisely to consistently target what older children need to learn next to promote their best possible progress.

## Setting details

<b>Unique reference number</b>	EY302637
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	10280170
<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>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	11 August 2017

## Information about this early years setting

The childminder registered in 2005. She lives in Lower Earley, Reading, in Berkshire. She operates all year round, Monday to Friday, from 7.15am to 5pm, except family holidays. The childminder holds a relevant qualification at level 3.

## Information about this inspection

**Inspector**  
Jane Franks

### 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 took account of the views of parents and carers through written testimonials.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and development.
- The inspector spoke to the childminder and children at appropriate times.

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 2023