

Childminder report

Inspection date: 16 March 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

Children are settled and happy in this warm and caring environment. They show confidence in new situations, for example offering pretend cups of tea to visitors. Children have secure, trusting relationships with the childminder and are confident to explore and play independently.

Children's behaviour is good. They show an awareness of turn taking and say sorry when they think they have done something wrong. Children are reminded of the house rules, such as to walk inside and use quiet voices. This helps children to understand expectations and boundaries.

Children have daily access to the outdoors. For example, in addition to attending local toddler groups, children go on outings to the local parks. They gather leaves and sticks in the woods, and go on 'Bear' hunts and nature trails. This supports children to experience nature and practise their physical skills.

Children have access to a broad and balanced curriculum based on their individual needs and interests. For example, children who are interested in small world toys, build from building blocks and create characters to ride on the train. This helps children develop the skills and knowledge in line with their age and stage of development.

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

- The childminder engages in conversation with the children, skilfully extending their understanding and vocabulary. For example, the childminder makes use of repetition to help children hear the correct pronunciation of words. When engaged in role play in the home corner, the childminder prompts conversation by asking questions. For instance, she asks children if her cup of coffee has milk and how much it costs. Children develop strong language and communication skills at an early age.
- The childminder knows the children well and plans activities to support their individual next steps. Children help to set up the activities which helps to support their engagement, interest and sense of responsibility. However, overcomplication of activities means that the learning intention is sometimes lost.
- The childminder encourages children to reflect on previous experiences to support problem-solving. For instance, when putting batteries into the walkie talkies, the childminder encourages children to think and remember how they did it the previous time. This helps children to make links in their learning and develop perseverance.
- The childminder supports children's independence. As children peel and cut their

own fruit, the childminder skilfully steps in to provide support and guidance when needed. She encourages children to keep trying through praise and encouragement. Children show pride in their achievements.

- Children learn about healthy practices. The childminder uses everyday opportunities to help children learn about the benefits of healthy eating. For example, the childminder teaches the children that bananas are healthy when eating them at snack time. Children routinely wash their hands before eating and are supported in wiping their nose when needed. Children are beginning to be independent in managing their own needs.
- Children learn about equality and diversity. The childminder provides resources that reflect the diversity of the wider community. For example, she provides a range of books that depict different cultures and religions. The childminder uses visits into the local community to teach children about similarities and differences. This helps children prepare for life in modern day Britain.
- The childminder builds strong links with parents and other providers. She regularly informs parents of their children's progress and next steps. This helps parents to support their children's learning at home. Parents speak positively of the care the children receive and the activities the childminder provides. Children make good progress in their learning.
- The childminder keeps all required documentation up to date. She completes regular training in the core areas such as paediatric first aid, food hygiene and safeguarding. However, the childminder has not focused her professional development sharply enough to enhance her understanding of clear and sequenced learning intentions, to raise the quality of teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to safeguard the children in her care. She knows how to identify the different signs of abuse, such as if she were to witness bruises on an immobile baby. The childminder completes regular safeguard training to ensure that her knowledge is kept up to date. She has links with the local safeguarding partnership and knows how and when to report concerns. The childminder helps children learn how to keep themselves safe from harm. For instance, when on outings, she teaches them about road safety. The childminder's home is well organised and is a safe environment in which children can play and explore.

What does the setting need to do to improve?

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

- focus planning more precisely on intentions for learning and simplify the

sequence of knowledge and skills being taught to help children reach a specific goal

- strengthen training opportunities and professional development to raise the quality of teaching to a higher level.

Setting details

Unique reference number	EY488938
Local authority	West Berkshire
Inspection number	10264255
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 4
Total number of places	5
Number of children on roll	3
Date of previous inspection	8 June 2017

Information about this early years setting

The childminder registered in 2015. She lives in Newbury, Berkshire. She operates all year round, from 8.00am to 6.00pm, each weekday, except for family and bank holidays. The childminder accepts funding for two-, three- and four-year-old children.

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 it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- 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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