

Childminder report

Inspection date: 26 April 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 are excited to learn with the nurturing and attentive childminder. They are highly inquisitive and confidently ask questions to find out more. The childminder knows children and their families very well. She gains detailed knowledge about children when they start and uses this to hold interesting conversations with them. Children demonstrate good recall of previous learning. For example, they talk with excitement about a shamrock cake they made with the childminder for St. Patrick's Day. This helps to reinforce learning and retention of new knowledge.

Children freely explore the well-organised learning environment and happily play alone or with friends. Older children are great role models for younger ones, who imitate their positive behaviour. The childminder supports children's social skills well. Children learn to share and cooperate. Older children recognise the need for taking turns if there is a little disagreement, such as when they want the same toy.

The childminder instils the importance of routines to help children know what is coming next. For instance, children remember to wash hands independently before mealtimes. They wait patiently for their food and occupy themselves with performing their own versions of songs. Children's enthusiasm for singing and performing appears to stem from the childminder sharing songs with them throughout the day.

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

- The experienced childminder has a clear vision of the provision and is committed to continual improvement. She strives for children to benefit from different experiences, such as looking after the pet rabbit. Children explain what the rabbit needs to stay healthy. This supports children's compassion and understanding towards living creatures.
- The childminder creates a language-rich environment that effectively supports children's communication and language skills. For instance, the youngest children use signing to express their wants and needs, such as when they are 'finished'. The childminder repeats her sentences for clarification and skilfully extends children's vocabulary. As a result, children acquire language well and speak with confidence.
- Children's physical development is well supported. They are provided with plenty of opportunities to be outdoors in the fresh air. Children access a well-organised enclosed garden. They practise risk-taking as they learn to climb and balance. Children demonstrate increasing hand control when they use colour sticks and paintbrushes to draw and paint.
- Children develop their self-care skills from the outset. Younger children learn to wash their hands using a step-by-step approach. Older children confidently

manage to use the toilet and wash their hands afterwards. The childminder cooks a variety of balanced and nutritious meals. All children independently feed themselves and enjoy the food. They know that good food choices will make them 'big' and 'strong'.

- The childminder designs a curriculum that supports children's learning and development effectively. She plans many activities that spark children's interests. For example, children listen to 'The Very Hungry Caterpillar' story and name all the foods the caterpillar eats. Children's recall of the story is so good that they can almost recite the whole story. This shows that children's understanding of the language structures in the story is greatly improved.
- Overall, the childminder interacts well with children to support their learning. Older children show their mathematical competence in naming the correct amount of items when counting one by one. However, when asked to match written numerals to the number of items, they are unable to achieve this task successfully. Children, as yet, do not know what the different numerals represent. Consequently, during these times, the learning intention set by the childminder is too advanced and children are unable to reach their full potential.
- The childminder enhances her professional development through online training, researching and sharing good practice with local childminders. However, she does not always focus her professional development sharply enough to raise the quality of teaching to the highest level.
- The childminder builds trusted relationships with parents. She offers advice and support, such as the use of positive behaviour strategies to help children at home. Parents love the daily communication updates and pictures of special events. They are impressed with their children's good progress, particularly in their speech and social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children from harm. She can identify possible signs of abuse and where children may be at risk of radicalisation. The childminder knows her responsibility to refer any concerns about a child's welfare to the appropriate safeguarding agency, including what to do in the event of an allegation being made against herself or her family. The childminder regularly keeps up to date with current safeguarding information through her own research and attending annual safeguarding training. She carries out frequent risk assessments of her premises to ensure children are safe and secure.

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 children's individual abilities to simplify the knowledge and skills they need to reach a specific goal
- strengthen training opportunities and professional development to raise the quality of teaching to an even higher level.

Setting details

Unique reference number	EY461376
Local authority	Wokingham
Inspection number	10285590
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	11 October 2017

Information about this early years setting

The childminder registered in 2013. She lives in Lower Earley, Berkshire. She operates Monday to Friday, from 7.30am to 5.30pm, term time only. The childminder holds a relevant qualification at level 3. She accepts funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Sonia Panchal

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 this into account in her evaluation of the childminder's setting.
- The childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of the education being provided and assessed the impact this has on children's learning.
- The childminder and the inspector carried out a joint observation together.
- The inspector observed the interactions between the childminder and the children.
- Parents and children shared their views of the education and care the childminder offers with the inspector.
- The childminder made available relevant documentation for the inspector to check.

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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