

Childminder report

Inspection date: 11 May 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 well cared for in the childminder's welcoming home. They are excited by the opportunities on offer, particularly when outdoors. Children have ample opportunities to be physically active on their trips to parks and woodland areas. For example, they enjoy splashing in shallow waters and climbing trees with increasing control. Children also visit the local toddler groups and develop good social skills. They confidently greet and engage with visitors. For instance, they proudly show their toys to the inspector. The childminder is consistent in her approach and manages children's behaviour well. Children learn to share and take turns. The childminder teaches them to solve minor disagreements, such as when wanting the same toy. This helps children to understand what is expected of them.

Children feel safe and comfortable. They build strong relationships with the kind childminder. She knows children well and plans activities that nurture their interests and inspire their learning. Children demonstrate positive attitudes to learning and freely explore the variety of resources available. For instance, younger children push baby dolls in pushchairs and show care as they cover them with blankets to keep warm. They carefully manoeuvre their pushchairs around the learning environment, inside and outside. This demonstrates their well-developed coordination skills and enables them to practise large movements in a safe space.

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

- The highly experienced childminder is committed to her professional development. For example, she attends online courses and researches early years practice to keep her knowledge up to date. The childminder uses her new knowledge to help children progress further. For example, she spots patterns of behaviour in children's play and uses this information to teach them other aspects of the curriculum, such as counting skills. The childminder, through her observations, knows that children have a passion for different modes of transport. She checks the flight paths that show when aeroplanes fly over her house and encourages children to count how many they see. This is a meaningful way to help children count correctly.
- The childminder has a sound understanding of how young children learn. She provides real-life experiences that help to increase children's knowledge of the wider world. For instance, the childminder has farm animals in her back garden, such as a goat, chickens and ducks. Children love opportunities to feed and care for animals, as well as collect the eggs. They make connections with their prior learning and new situations, such as when they talk about the boiled eggs in their lunch box and link this to the eggs that the childminder's chickens lay. This helps children to understand where foods come from.
- Children develop a keen interest in books, which helps to support their early

literacy skills. They sit, snuggled up with the childminder, and share their favourite stories. Older children laugh at humorous parts in the story when the childminder reads in a dramatic tone. They join in with repetitive phrases and use their improving memory skills to recall descriptions of the story characters, such as 'lanky' and 'stinky'. This helps increase children's vocabulary.

- The childminder uses her good knowledge of children's abilities and unique personalities to provide experiences that best suit their learning. Children cheer when the childminder shows them a new activity. For example, they make pretend 'tea' using different flavoured tea bags, water and citrus fruits. However, the childminder is sometimes too quick to show and tell children what to do. This means that children are unable to fully explore, use their imaginations and build on their critical thinking skills independently.
- Children develop some awareness of healthy lifestyles. They play outside in the fresh air, drink water and wash their hands at regular intervals throughout the day. However, the childminder does not always explain the importance of these everyday routines to children. This does not promote their understanding of why it is important to remain healthy.
- The childminder forms trusted bonds with parents. She keeps them well informed of their children's development, through an online app and detailed daily verbal feedback. Parents comment on the childminder's collaborative approach at meeting children's needs, such as when working jointly with other settings that children may attend. This approach has proved particularly successful in discussing and implementing strategies that support children's emotional well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibility to protect children from harm. She has a secure understanding of the procedures to follow in the event of a concern about a child's welfare. The childminder recognises the potential signs and symptoms of abuse, including those relating to the exposure of extremist views and behaviours. She regularly checks her home, indoors and outdoors, to ensure that risks to children are minimised. The childminder supervises children closely, which helps to keep them safe. She regularly updates her safeguarding training and teaches children to recognise and manage possible risks, such as when crossing roads.

What does the setting need to do to improve?

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

- identify more opportunities that allow children to extend and challenge themselves as they engage in their self-chosen play

- provide children with clear and consistent explanations to support their understanding of healthy lifestyles.

Setting details

Unique reference number	EY318381
Local authority	West Berkshire
Inspection number	10285748
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	17 October 2017

Information about this early years setting

The childminder registered in 2005. She lives in Midgham, Reading. She operates her service from 8am to 5.30pm, from Monday to Thursday, throughout the year. The childminder accepts funding for free early years 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 that into account in her evaluation of the childminder.
- The childminder carried out a learning walk with the inspector to discuss what she wants children to learn.
- The childminder jointly evaluated an activity with the inspector.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector sampled a range of documentation, including the childminder's paediatric first-aid certificate and evidence of her suitability to work with children.
- The inspector took account of the views of parents through written feedback provided.

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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