

Childminder report

Inspection date: 4 September 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe while in the care of the childminder and her assistants. They confidently ask for help during their play, such as when they get to the top of the climbing frame.

The childminder and her assistants encourage children to develop their physical skills. Children learn to balance when they reach up high to place their block on the tower they are building. They get excited as they all work together and rush around to pick up the next block, adding to the tower. To prevent the tower from falling as it gets taller, the children work out where and how to place the blocks. The childminder and her assistants talk to children about their play as they compare and measure who is taller than the tower.

The childminder and her assistants support children in gaining the skills they will need to move on to the next stage of learning. For example, they encourage independence skills at lunchtime and for older children to take themselves to the toilet and wash their hands. Children independently choose the toys they want to play with and help to tidy up before lunchtime.

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

- The childminder and her assistants have continued to work with the local authority to make improvements since their last inspection. They have completed refresher training to strengthen their child protection knowledge and have updated their policies and procedures. The childminder monitors her assistants' practice and encourages them to share their skills. However, there has been less focus on developing their knowledge to raise the quality of education even further.
- The childminder focuses her curriculum on promoting children's language and their personal and social development. She uses children's interests, such as water and sensory play, implementing activities to support their learning. The childminder and her assistants have a clear focus on what they want children to learn during planned activities. This includes encouraging children to use their words and to learn new vocabulary, such as 'frog' and 'fish'. However, on occasion, both the childminder and her assistants ask questions simultaneously while children are busy on another task. Therefore, children are unable to respond, as they are concentrating on the task in hand.
- There are good levels of interaction between the childminder, her assistants and the children. They provide regular opportunities for stories and singing sessions, where children recite their favourite songs and rhymes and follow simple actions. For example, they stomp up and down like dinosaurs and wave their hands like spaceships. However, on occasion, the childminder and her assistants

do not consider how they can better support children who may not be able to express their choice of song.

- The childminder and her assistants promote positive praise, which encourages children's good behaviour. They encourage children to share the toys with their friends, such as taking it in turns to push the doll on the swing. The childminder and her assistants use stickers to reward children when they practise potty training, to encourage their progress. Children are encouraged to become confident in using the climbing frame, supported by the adults. Children enjoy healthy meals and snacks during the day and sit in seating appropriate to their age.
- Effective hygiene procedures promote children's well-being. Children are encouraged to develop independence skills. For example, older children dry their hands on their chosen colour flannel, while younger children pull up their shorts after nappy changing in preparation for toilet training. The childminder has improved systems in place to ensure that children's privacy is always respected during toilet training.
- Partnership with parents is positive. Parents say they feel their children are well looked after and have gained skills and confidence to move on to the next steps in their learning. The childminder gives parents detailed feedback when they collect their child. This helps them to care for their child when they get home. The childminder shares information with other professionals, such as when children move on to school.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. Both the childminder and her assistants have updated their safeguarding training since the previous inspection. They demonstrate a secure understanding of child protection procedures to keep children safe. The childminder is aware of the importance of making any referrals in a timely manner. She has developed a more robust understanding of her role and responsibilities in monitoring the suitability of her assistants. This includes the notification to relevant agencies if there are changes that may impact on staff suitability. Risk assessments are completed, including the supervision of children when they eat, and the new puppy.

What does the setting need to do to improve?

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

- extend the support provided for communication and language development, to help children make choices and allow sufficient time to them to process information and respond to questions asked
- continue to develop staff's professional development, paying particular attention

to the early years curriculum, to further improve the quality of the education programme.

Setting details

Unique reference number	EY391733
Local authority	West Berkshire
Inspection number	10285217
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 9
Total number of places	12
Number of children on roll	11
Date of previous inspection	16 March 2023

Information about this early years setting

The childminder registered in 2009 and lives in Newbury, Berkshire. She operates Monday to Friday, from 7am to 5.30pm, all year round. The childminder employs three assistants. The childminder is in receipt of early years funding for children aged two, three and four years.

Information about this inspection

Inspector

Maria Conroy

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the interactions between the childminder, her assistants and children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning
- The inspector spoke to children, to find out about their time at the setting.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector carried out a learning walk to enable the childminder to explain how she plans her early years curriculum.

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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