

# Childminder report

---

Inspection date:

25 September 2023

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

---

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

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

### The provision is good

The childminder provides a welcoming and safe home for the children. This helps children to feel relaxed and secure. Children have formed strong bonds with the childminder. They regularly involve her in their play and clearly enjoy her company. Children are motivated learners and enjoy exploring the resources available to them. The childminder supports learning well as she plays and interacts with the children. She plans and provides a varied curriculum for the children to help them build on their skills for the future. For example, as children play board games, the childminder talks to them about numbers and shapes to incorporate mathematical learning.

The childminder models how to be polite and courteous. Consequently, children learn how to be kind and well mannered towards others. Children benefit from a good range of opportunities to develop their physical skills. For example, they go out to parks, visit the shops and enjoy outings in the local community. This helps children to experience the wider world and develop social skills with people. Children's independence skills are well supported as they make choices about what they want to play with.

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

- The childminder knows the children in her care well. She is aware of their interests and understands how to plan and provide activities around these to support their learning and development. This helps children to make the progress they are capable of.
- The childminder has improved the opportunities for children to play and explore with technology resources. For example, in make-believe play, the children independently press the buttons on the toy vacuum cleaner as they clean up. Children show good curiosity skills as they use toys for a purpose. For instance, they show excitement and interest as they use the interactive scales when they are making food in the play kitchen.
- Children enjoy a good range of toys, resources and activities that support the curriculum. They make choices about what they would like to do and are provided with good support from the childminder. Children develop their imagination successfully. For example, they show care and consideration to the dolls as they play and enjoy games in which they are shopkeepers.
- Children behave well and receive a good amount of praise and encouragement. The childminder engages well with the children. She talks to them about what they are doing, echoes back what they say and asks appropriate questions. However, at times, the childminder does not correct children's mispronunciation of words, to help children reinforce children's language and vocabulary precisely.
- The childminder teaches children good health and hygiene routines. For

instance, they learn the importance of washing their hands for a good length of time to remove the germs. Children are provided with healthy homemade meals, which they clearly enjoy. Mealtimes are a sociable occasion where the childminder and children sit together at the table to eat. Children have regular opportunities for outdoor play and physical exercise.

- Partnerships with parents are good. Parents spoken to at the inspection spoke positively about how their children love to attend the childminder's home, and how kind and caring she is. The childminder ensures parents are well informed about their children's day and achievements through regular discussions and pictures. This helps parents to maintain continuity of care.
- The childminder reflects on the activities that she offers to the children well. For example, she rotates activities and books for the children to captivate their interest and to keep them engaged. This helps to support their learning and development. However, the childminder does not focus as successfully on her own professional development, to help her raise the quality of her provision to an even higher level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her roles and responsibilities to safeguard children. She holds a current paediatric first-aid certificate and knows the signs and indicators of abuse. The childminder is clear about her responsibility to respond to any concerns about children's welfare. The childminder ensures her home is suitably risk assessed to ensure this is a secure environment for the children to play and learn. The childminder is aware of the importance of notifying Ofsted of any significant events that may affect her own suitability. This all contributes to keeping children safe.

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

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

- ensure the correct language and pronunciation are modelled consistently, to fully support children's developing vocabulary
- enhance practice further, including through relevant professional development opportunities to maintain and build further on the good-quality provision.

## Setting details

<b>Unique reference number</b>	110348
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10307268
<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>	3 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	18 May 2018

## Information about this early years setting

The childminder registered in 1987. She lives in Burghfield Common, near Reading. She operates from Monday to Friday between 7am and 6pm, for 49 weeks a year.

## Information about this inspection

### Inspector

Tracy Bartholomew

### Inspection activities

- This was the first routine inspection the provider 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 inspector spoke to available parents on the day of inspection.
- The childminder and the inspector completed a learning walk together.
- The inspector observed the children's play and carried out a joint observation with the childminder.
- The childminder explained the improvements she has made since the last inspection to ensure that all statutory requirements are met.

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