

# Childminder report

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Inspection date: 31 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

The friendly and nurturing childminder has created a warm and welcoming environment that supports children to feel happy and safe. Prior to children attending, the childminder gathers key information from parents to help her to identify children's individual characteristics and care needs. This helps to support children's emotional well-being. Children form close attachments with the childminder. They demonstrate that they feel secure by moving independently around the childminder's home and choosing what they want to play with.

Children benefit from many opportunities to support their communication and language skills. Throughout activities, the childminder provides a commentary, models good conversational skills and introduces new vocabulary. Children are vocal and repeat familiar words and phrases in response to the childminder's warm interactions.

Children demonstrate a positive attitude to learning. The childminder uses effective teaching methods, such as showing and demonstrating how to do things, to help children to learn new skills. When faced with challenge, the childminder encourages children to persevere and repeat activities until they achieve their goal. For instance, when children struggle to operate programmable toys, she encourages them to practise until they succeed. Children maintain focus for periods of time, confidently develop a 'can-do' attitude and gain resilience.

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

- Children make good progress from their starting points. They benefit from the childminder's high expectations of what they can achieve. Younger children are inquisitive. They actively explore, investigate and learn how things work. For instance, they add bicarbonate of soda to coloured vinegar and watch in amazement as the mixture fizzes and overflows.
- Overall, the well-qualified childminder has a good understanding of how children learn and develop. Regular assessments enable her to check children's existing knowledge and skills and identify any emerging gaps in their progress. However, although the childminder identifies children's next steps, these are sometimes too broad. As a result, when planning activities, she does not precisely focus enough on the individual skills children need to develop.
- The childminder provides a good range of experiences to support children's physical development. Children benefit from plenty of opportunities to be physically active, both indoors and outside. For instance, the children enjoy visits to the park and using a slide and yoga mat indoors. Children confidently move in a variety of ways, including running, jumping and displaying a variety of yoga positions.

- Children behave well. They show confidence around visitors and are happy to show them their favourite toys. The childminder is a good role model. She has a gentle approach and communicates respectfully with children. Children are keen to engage with the childminder and take part in activities.
- Mathematics is an integral part of the everyday experiences. Children count items alongside the childminder and use mathematical language during conversations. For example, they identify when wheeled toys are travelling forwards and backwards.
- The childminder places a good focus on promoting children's overall health and well-being. Children gain a good understanding of healthy lifestyles. The childminder encourages them to follow good hygiene routines, such as regularly washing their hands. She teaches children to make healthy food choices. The childminder offers children a range of fresh fruit, such as raspberries and pears.
- Partnerships with parents are good. Parents comment on how happy their children are in the childminder's care and the progress they have made since attending the setting. The childminder ensures that she keeps parents informed about their children's learning and development. For example, through daily discussions and progress reports.
- Children have access to a good range of books. However, the childminder does not make full use of opportunities to promote children's love of reading. For instance, she does not routinely share books and stories with children to help support the development of early literacy skills.
- The childminder has forged good links with other professionals and is committed to her ongoing professional development. She is currently completing a number of early development courses to help her continually improve her professional skills. This includes how to support children with special educational needs and/or disabilities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her duty to safeguard the children in her care. She ensures that children are supervised at all times, especially when eating. Regular checks of her home help her to quickly identify and eliminate any potential risks. Robust safeguarding policies are in place, outlining the childminder's child-centred approach to keeping children safe. She has a secure knowledge of the signs that indicate that a child may be at risk from harm. The childminder is clear of the correct procedures to follow if she has any concerns about the safety or well-being of a child in her care.

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

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

- strengthen assessments of children further to pinpoint exactly what they need to learn next and target teaching more precisely
- build on ways to further enrich children's interest in books and stories to support the development of early literacy skills.

## Setting details

<b>Unique reference number</b>	2630744
<b>Local authority</b>	Reading
<b>Inspection number</b>	10301518
<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>	2 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2021 and lives in Reading, Berkshire. She operates during term-time only, from 7am to 5pm, Monday to Thursday. The childminder holds a level 6 qualification.

## Information about this inspection

### Inspector

Ingrid Howell

### 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 her evaluation of the provider.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- 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 views of the parents were gathered through face-to-face discussion.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children.

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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