

Childminder report

Inspection date: 4 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children form good relationships with the childminder and her assistant. They happily explore their surrounding and 'check in' with them for reassuring cuddles when needed. The childminder and her assistant provide a warm and nurturing environment for the children in their care. Their infectious enthusiasm helps to create a joyful experience for the children. Young children routinely smile, laugh, and enjoy affectionate hugs. These positive relationships help to support children's emotional well-being.

Children enjoy being physically active. The childminder supports their physical development well. She provides a range of opportunities for children to build their large-muscle strength, to squat, balance and safely negotiate space. For example, they attend weekly dance sessions with the childminder and join in with enthusiasm. Opportunities, such as these, contribute to children's overall good health.

Children of all ages demonstrate a positive attitude to learning. They are eager to explore, investigate and find out new things. For instance, babies push the buttons on electronic toys to make them light up and make sounds. Children have opportunities to develop a love of books. They independently select books and take them to the childminder to read. The childminder uses different tones in her voice when she reads stories. This helps to capture children's interests, and they listen and follow the story well.

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

- The childminder has a good understanding of how young children learn and develop. She knows the children well and is aware of their interests and abilities. The childminder monitors their progress over time to ensure that what she offers helps them to continue their learning and development across all areas.
- The childminder plans opportunities for children to learn about other people and communities. She explores a variety of differences by learning about festivals, family dynamics and cultures. The children learn to be respectful of each other's differences and learn what makes them unique.
- Children develop good communication and language skills. The childminder and her assistant communicate well with them. Throughout activities they provide a dialogue and use simple words and sentences to help build on children's existing language skills. Children show an understanding of instructions through their actions. For instance, they point to their heads, shoulders, knees, and toes in response to familiar songs and rhymes.
- Children's behaviour is good. They play well together and understand the need to share and to take turns. The childminder and her assistant give them

meaningful praise for their good behaviour and individual efforts. This helps support them to develop a positive sense of themselves.

- Children are learning about the importance of a healthy lifestyle. They are supported to make healthy choices and enjoy a range of freshly prepared nutritious meals and healthy snacks throughout the day. Children benefit from daily opportunities to be physically active in the fresh air and daylight. This helps to promote their good health and well-being.
- The childminder works well with parents. She keeps them up to date about their children's progress. The childminder provides good ways for parents to support their children's learning at home, for example by suggesting activities they can complete with them. Parents describe the childminder as an absolutely wonderful person. They comment on how happy their children are in the childminder's care.
- The childminder supports children to complete tasks independently and manage their self-care skills. Children demonstrate the skills they are learning. For instance, they confidently wash their hands before meals, wipe their noses and dress for outdoor activities.
- The childminder shows a commitment to her ongoing professional development. She keeps her knowledge up to date, such as through online training. Overall, the childminder supervises her assistant well. However, these do not yet focus sharply enough on specific areas of training. For instance, the childminder does not fully support her assistant to precisely identify and plan for what children need to learn next.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of how to keep children safe. Regular training enables them to identify the signs that may indicate a child is at risk of harm. The childminder and her assistant know the procedures to follow should they have any concerns about children. They have a range of hygiene measures in place to ensure the health and safety of children attending. Robust recruitment and induction procedures help to ensure that all adults working with children are suitable.

What does the setting need to do to improve?

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

- focus more robustly on the ongoing support and professional development of the assistant, to help raise their understanding of how to plan for children's next steps more precisely.

Setting details

Unique reference number	2526282
Local authority	Reading
Inspection number	10275989
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	9
Number of children on roll	9
Date of previous inspection	9 January 2023

Information about this early years setting

The childminder registered in 2019. She lives in Reading, Berkshire. The childminder provides care Monday to Friday, between 7.30am and 6.00pm, except for family holidays and bank holidays. She employs four assistants. One of whom works full time and the others on an ad hoc basis. The childminder receives early education funding for two, three- and four-year-old children.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The inspector asked the childminder and her assistant questions throughout the inspection to establish their understanding of how to safeguard children, and how they assess and plan for children's learning.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The childminder showed the inspector all areas of her home that she uses for childminding and explained how she organises her space and resources to meet children's care and learning needs.
- 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023