

# Childminder report

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Inspection date:

19 December 2023

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision requires improvement**

Children are happy and show that they feel safe in the childminder's care. For instance, they separate well from their parent/carer at the door and arrive ready to play. Children are warmly greeted by the childminder and her assistant. They are encouraged to join in with the activities which are set out and available. Generally, the childminder provides a good range of learning opportunities for the children. However, the childminder and her assistant are not secure in their teaching or the learning outcome of an activity. This means that sometimes children's learning is not challenged well enough to help them make more progress.

Children generally behave well together. They are learning the importance of helping others and respond well to changes in the session. For example, they positively help to tidy away when asked. Overall, the childminder and her assistant communicate well with the children. They offer an ongoing narrative of what the children are doing to help them hear a good range of words. The childminder understands the importance of reflection and supervision with her assistants. However, she has not fully considered ways to target weaknesses in quality of teaching to ensure all staff's knowledge is up to date.

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

- The childminder and her assistant work well together to provide a happy and welcoming environment for the children. The childminder is able to talk about the progress the children have made since starting with her. However, the childminder and her assistant are less secure in how activities can be used to support all areas of learning. This means that learning is coincidental rather than planned for. Nevertheless, children are motivated and curious learners.
- Children enjoy the toys and resources available to them. They have fun exploring with the magnetic shapes. They enthusiastically draw on large sheets of paper and practise kicking and catching skills as they play ball games. All children love their time playing outdoors. For instance, they enjoy climbing and balancing on the apparatus at the local park.
- The childminder supports children's good health and hygiene appropriately. This helps to minimise the spread of infection. For instance, she reminds children the importance of why they need to wash their hands before eating and when coming in from outside. The childminder ensures that children are offered regular drinks and provides daily opportunities for them to play outside. This helps children to become aware of how to keep themselves healthy.
- Overall, children receive a suitable amount of praise and encouragement. However, at times, the childminder and her assistant do not notice or respond swiftly to older children's behaviour that may have an impact on younger children. This means, on occasion, children are not always helped to manage

their behaviour, particularly about how their actions might affect others.

- Children benefit from regular communication from the childminder and her assistant. They are able to hear many words as they play, which supports their growing vocabulary. For instance, children enjoy listening to familiar stories and join in with rhymes and songs. However, children do not always have sufficient time to think and respond to questions before another question is posed.
- The childminder has appropriate procedures in place to ensure that staff working with the children are suitable and safe. Although, the childminder makes improvements to her practice, she sometimes does not thoroughly evaluate her provision to help her raise the quality even further. For example, she has not fully addressed actions raised from the local authority in supporting her staff's knowledge and skills.
- The childminder has good relationships with parents. When children first start, she obtains relevant information from the parents about the child's routines, such as likes and dislikes. This helps children to settle and ensures their needs are supported during their time with the childminder. Parents comment that they receive a good amount of information about their child throughout the day and that they are happy.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable understanding of her roles and responsibilities to safeguard children. She ensures that children are kept safe when out in the community by reminding them to hold hands and use their listening ears before crossing the road. The childminder and her assistant undertake regular risk assessments to keep children safe. For example, during an outing to the park, appropriate checks are completed before the children used the area. The childminder and her assistant understand the signs and indicators that may mean a child is at risk of harm. Furthermore, they are aware of the referral procedures to follow.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
improve the implementation of the curriculum to ensure that all children receive the support they need to make good progress	22/01/2024

implement effective systems to further support and identify targeted weaknesses, in particular, to identify gaps in practice to improve all staff's knowledge, skills and teaching.	22/01/2024
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**To further improve the quality of the early years provision, the provider should:**

- strengthen ways to help children manage their own feelings and gain an understanding of how their actions may affect others
- create more opportunities to inspire children's thinking and encourage them to solve problems and explore their own ideas.

## Setting details

<b>Unique reference number</b>	2668742
<b>Local authority</b>	Reading
<b>Inspection number</b>	10322460
<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>	0 to 3
<b>Total number of places</b>	4
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2022. She lives in Reading, Berkshire. The childminder provides care for children from Monday to Friday, for most of the year. She works with one main assistant and two other assistants who provide supply cover.

## Information about this inspection

### Inspector

Tracy Bartholomew

### 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 their evaluation of the childminder.
- The childminder explained the curriculum during a learning walk with the inspector.
- The childminder and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- The inspector spoke to children about the activities they took part in.
- Parents feedback was observed and available parents shared their views of the setting with the inspector.

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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