

Childminder report

Inspection date: 1 February 2024

Overall effectiveness	Good
------------------------------	-------------

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

Children are happy and settled. The kind and caring childminder provides a warm, welcoming and inclusive environment. She recognises that all children are unique, with their own personalities and characteristics. She adapts her settling-in procedures in response to this. This helps children and the childminder to build secure attachments so that children feel safe and secure. Children happily explore their surroundings, choose what they want to do and 'check in' with the childminder for reassurance when needed.

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. All children, including those who speak English as an additional language, make good progress in speaking and listening. They confidently chatter during their play and repeat familiar words and phrases in response to the childminder's warm interactions.

Children successfully develop the skills they need for the next stage in learning. They focus for prolonged periods on activities that interest them and show resilience when completing challenging tasks. For instance, when stacking different-sized cups, they try different ways of doing this until they successfully stack them in order of size. The childminder praises them for their persistence and perseverance. This helps children to develop a 'can-do' attitude.

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

- The childminder places a good focus on supporting children's emotional well-being. Prior to children starting, she gathers information from parents to find out about their child's likes, dislikes and individual routines. This helps her to develop a good understanding of children's care needs. However, she does not gather detailed information about children's existing skills to help her to precisely identify gaps in their development from the outset.
- The experienced childminder has a good understanding of how children learn and develop. She supports children's early listening, attention and literacy skills well. For instance, she provides a good range of books and reads to children with enthusiasm. Children listen with interest, point to familiar animals, and name the things that they see. The childminder extends their learning, for example by asking them to find the dog. Children giggle as the childminder makes a woofing sound.
- Children's behaviour is good. The childminder gives consistent messages to them to help them to understand rules and boundaries. She is a positive role model and her expectations for every child are high. As a result, children learn to manage their emotions and regulate their behaviour.

- Although the childminder has daily routines in place, she has not explored a variety of ways to help children to manage transitions between activities. This means that some children occasionally struggle to understand what to expect and when.
- The childminder provides children with a range of opportunities to meet people within their wider world. For example, she takes them on visits to the shops, community centres and playgroups. These positive experiences encourage children to build confidence in social situations.
- The childminder places a strong focus on children's physical well-being. She ensures that children have a wide range of experiences to encourage them to be physically active. For example, they play outdoors and visit local parks. Children benefit from healthy meals and snacks and follow good hygiene practices, such as washing their hands regularly.
- The childminder encourages children to develop their mathematical skills through everyday play experiences. For example, children count the number of cars they push down a ramp and count confidently to five as they move across stepping stones.
- Partnerships with parents are good. The childminder communicates effectively with them to ensure that they are kept up to date with the activities that children have enjoyed. She makes suggestions on how they can support learning at home, such as how to support their children to complete tasks independently. Parents comment that they enjoy receiving daily updates of the activities provided.
- The childminder updates her knowledge to help improve her practice. She regularly researches early years development and training and follows new guidance. The childminder uses her professional development well to introduce new ideas and improve children's overall progress. For example, she has attended training to support children's communication and language development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the existing arrangements to gather information from parents about their child's prior abilities, to help identify gaps from the outset
- develop daily routines so that children know what to expect and when.

Setting details

Unique reference number	159073
Local authority	Wokingham
Inspection number	10317315
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 May 2018

Information about this early years setting

The childminder registered in 2001. She lives in Spencers Wood, Wokingham, Berkshire. She has a level 3 childcare qualification. The childminder provides care from Monday to Thursday, between 7.30am and 6pm, for most of the year.

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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector looked around the areas of the setting used by children.
- Discussions were held between the childminder and the inspector, to help establish the childminder's understanding of how to safeguard the children in her care.
- The inspector took account of the views of parents by reading written comments.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.

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 2024