

# Childminder report

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Inspection date:

26 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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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 kind and caring childminder helps children to settle quickly. For example, even young children who only attend on odd occasions arrive happily and show they feel secure in her care. Children greet their friends enthusiastically and welcome them into their play. Children enjoy each other's company and develop good levels of self-confidence. The childminder motivates children to develop curiosity and an enthusiasm for learning. She knows them well and plans activities that she is sure that they will enjoy, such as playing with the cars on the large road mat. The childminder has high expectations of children. She provides good support to help them develop independence in their self-care, in readiness for the next steps in their learning. This is demonstrated when she helps young children to learn to put on their shoes, wash their hands and feed themselves. Children learn about personal safety, such as when the childminder reminds them not to get out the small building blocks when a young child is present. They enjoy regular outings in the locality, to experience the wonder of the world around them. Children visit local parks and go for regular walks by the river. They speak excitedly about feeding the ducks on these trips.

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

- The childminder plans a varied programme of experiences to support children's learning. She assesses their progress regularly, identifies their next steps accurately and links these to the activities provided effectively. For example, when children made leaf pictures during the inspection, the childminder showed them how to use small brushes to spread glue. She demonstrated how to crumble the dried leaves between their fingers to make varied textures. These activities help to prepare children to hold writing tools appropriately.
- The childminder joins in and talks to children as they play. She asks them questions during activities to further build on their knowledge and skills. However, at times, she is too quick to step in to give children the answer and does not give them the time they need to think and respond for themselves.
- The childminder builds good partnerships with parents and other settings that children attend. This helps to promote continuity in children's care and learning. She shares information about children with parents, including through a daily diary. She provides parents with ideas about how they can support their child's learning at home.
- The childminder supports children's communication skills well. She models vocabulary clearly as they play. For instance, during the inspection she helped children pronounce the names of colours correctly as they read a story together. However, on occasion some quieter children lose concentration because the childminder allows more-confident children to dominate the learning.
- Children access toys and resources independently and follow their own interests.

For example, during the inspection a young child took great delight in playing with an activity centre, making the wheels spin round over and over again.

- Children behave very well. The childminder praises their achievements and children develop good levels of emotional well-being. She provides good opportunities to help them begin to understand and respect people's differences and similarities, and models how to be polite and respectful to others.
- Children enjoy outdoor play in the childminder's garden. The childminder supports them well to understand how to take safe risks while outdoors, such as when they pull one another along on a ride-on toy.
- The childminder works in partnership with parents effectively, to provide children with healthy meals and snacks. She encourages children to enjoy a variety of fresh fruit and makes sure that they always have access to their drinks. This helps children to learn about how to make healthy food choices.
- The childminder undertakes regular research to support her professional development. She uses self-evaluation effectively to help her plan for future improvements. She regularly seeks the views of parents and takes these into account when making changes to her provision, such as to the range of resources to meet children's needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms that may indicate a child is at risk of harm. She knows who to contact if she has any concerns about a child's welfare. She keeps her training up to date, including about wider safeguarding issues, such as the 'Prevent' duty. The childminder carries out checks of her home and removes any potential hazards. For example, when children play outside she makes the steep steps to the top part of her garden inaccessible to them.

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

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

- give children more time to think for themselves before stepping in to provide the answer, to develop their thinking skills further
- provide more opportunities for quieter, less confident children to become highly engaged in the activities.

## Setting details

<b>Unique reference number</b>	EY300332
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10066593
<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</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	3 February 2016

## Information about this early years setting

The childminder registered in 2005. She lives in Tilehurst in Reading, Berkshire. She operates her childminding service from Tuesday to Friday, all year round.

## Information about this inspection

### Inspector

Margaret Davie

### Inspection activities

- The inspector viewed the areas of the premises used for childminding and had a discussion with the childminder about how she plans the curriculum.
- The inspector observed the quality of teaching, indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and spoke with children.
- The inspector sampled a range of documentation, including evidence of the suitability of all adults living in the childminder's premises.
- The childminder and inspector evaluated an activity together.

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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