

# Childminder report

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Inspection date: 16 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

The childminder creates a welcoming and homely environment where she provides a curriculum which focuses on children's individual learning needs. She has high expectations of all children in her care. The childminder gets to know the children well, right from the beginning of the childcare arrangement. As a result, she knows how best to build on children's learning experiences. She provides suitable challenge to help children gain the skills they will need when they go on to school. For instance, they learn how to dress themselves from an early age. They place their arms into the sleeves of their coat and flip it over their head, enabling them to successfully put their own coats on independently.

Children form warm, secure and trusting relationships with the childminder and the minded children. They are very happy, confident and thoroughly enjoy their time together. Children treat one another with respect and enjoy helping one another. This is demonstrated when children help to lay out clean clothes for children returning from their morning at nursery.

The childminder regularly reviews the quality of the curriculum she provides. Through her reflective practice, she has made worthwhile improvements. For instance, she has made changes to how she encourages and presents activities to support children's engagement with early writing skills.

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

- The childminder attends training and local authority meetings to keep her knowledge up to date. For instance, she is using her new-found knowledge gained from recent training to help her plan exciting activities to promote children's imagination.
- Children behave very well and use good manners. They demonstrate this when they spontaneously say 'please' and 'thank you' to each other during their play and the routines of the day. The childminder is a very good role model to children. She sensitively helps them to learn how to share toys and resources.
- The childminder encourages children to share their experiences with others to help boost their confidence in speaking. For example, children excitedly tell each other what they have enjoyed doing in the morning, during the walk from nursery school back to the childminder's home. The childminder supports children's language development well. For instance, she reads stories and sings familiar songs and rhymes with children. However, occasionally she does not give children adequate time to think and come up with their own solutions during their play.
- The childminder observes children's play regularly and plans activities that build on their current interests and support the next steps in their learning. For

example, children enjoy learning about shape, size and colour during a painting activity. They confidently paint leaves and show excitement to see the patterns they are making on the paper. Children count the leaves and know which ones are big and which are small.

- The childminder supports children to live a healthy lifestyle. For example, children enjoy a healthy range of food and drinks as well as playing outside daily in the fresh air. The childminder follows good hygiene practices. However, she sometimes misses opportunities to support children's understanding of the importance of washing their hands, for instance, after children have blown their own nose with a tissue or as part of the nappy change routine.
- Children enjoy going on outings and attending local community groups with the childminder. They learn about a wide range of different cultures and festivals. The childminder uses these opportunities to help children learn about other people. She is already planning to use children's love of painting to make Rangoli patterns to celebrate Diwali.
- Partnerships with parents are good. Parents' written comments about the quality of the childcare their children receive are very complimentary. The childminder keeps parents up to date with their children's development and shares how they have been throughout the day. Partnerships with other early years settings children attend are effective and promote good continuity of children's care and education.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs and symptoms of abuse and neglect. She knows how to make a referral to the relevant agencies and has the essential contact details readily to hand if she has a concern about a child's welfare. The childminder is committed to ensuring that her knowledge and skills are kept up to date. For instance, she regularly attends training and is proactive in developing her understanding of wider safeguarding issues.

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

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

- provide more-consistent opportunities for children to understand how good hygiene practices can support their good health
- build on the already good use of questioning and allow children more time to process their own thoughts and ideas.

## Setting details

<b>Unique reference number</b>	108292
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10066891
<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>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	18 January 2016

## Information about this early years setting

The childminder registered in 2000 and lives in Holyport, Berkshire. She holds a relevant childcare qualification at level 3 and offers care from 7am to 6.30pm on Monday to Thursday. She receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Hazel Farrant

### Inspection activities

- The inspector and the childminder completed a learning walk across all areas that children use, to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the childminder.
- The inspector spoke to the childminder about her knowledge of child protection and the procedures to follow to keep children safe.
- The inspector held discussions with the childminder and the children at appropriate times.
- The inspector looked at a sample of the childminder's documentation, including evidence of the suitability of persons living in the household.
- 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.

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