

Childminder report

Inspection date: 9 January 2020

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

The provision is good

The childminder is kind, caring and nurturing. Effective settling-in procedures enable the childminder to meet children's individual needs. Children settle very quickly and thrive in the warm and welcoming environment. Strong bonds between the childminder and children are evident. Children demonstrate that they feel safe and secure as they eagerly take part in activities and explore and investigate their surroundings.

The childminder has high ambitions for all children. She has regular discussions with parents and routinely observes children to find out their current abilities, likes, dislikes and individual characteristics. She uses this information to provide a varied selection of resources and activities to support their learning across all areas of the curriculum. Regular assessments enable her to check that children are making good progress and plan activities to support their learning further.

The childminder is a positive role model and supports children effectively to understand rules, boundaries and expectations of behaviour. She consistently gives them lots of praise and encouragement to help them to feel good about themselves and their achievements. Children behave well and are happy to share, take turns and play well alongside their friends.

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

- Children enjoy the time they spend outdoors and are keen to explore and investigate as they develop their physical skills. For example, children benefit from visits to local parks and woodland, and playing in the childminder's garden. The childminder uses these experiences to help children to recognise features of the natural world, such as the wind making a windmill move around very quickly.
- The childminder works effectively with parents. She regularly reflects on her practice and seeks parents' views and comments to help her to assess the quality of her provision. Parents confirm they are very happy with the quality of care and learning the childminder provides, they especially comment as to how well information about their child's learning and development is shared between themselves and the childminder.
- Children develop a good understanding of how to use technology to obtain information. For example, they use voice-activated speakers to find out what sounds different animals make. They incorporate this into their play as they sing songs, pretend to be animals and make the corresponding animal sounds.
- The childminder promotes children's early mathematical skills effectively. For example, children talk about different-sized paintbrushes, which helps them to recognise the difference between 'big' and 'small'.

- Children are keen to engage with the childminder and take part in activities. However, on occasion, the childminder does not make the best possible use of children's interests to help to extend their learning. For example, she does not always take the time to question children and allow them to explain what they are doing, to help her to establish their existing knowledge and skills and develop these further.
- Children benefit from a language-rich environment with numerous opportunities to build on their vocabulary. For example, they enjoy listening to songs and rhymes, and the childminder continually engages them in conversations. These positive interactions help to promote their emerging communication and language skills.
- Children are motivated learners and respond well to instructions from the childminder. However, occasionally, the childminder does not consistently support children to develop their independence skills as she carries out tasks for them that they could do for themselves.
- The childminder focuses well on her ongoing professional development. She completes online courses to help keep her knowledge and skills up to date. She has forged strong links with other professionals, who offer support and guidance in her care of the children. This helps to ensure she continuously meets the requirements of the early years foundation stage.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding responsibilities. She keeps her safeguarding knowledge up to date through attending training courses. She can confidently identify the signs and symptoms which may indicate that a child is at risk of harm. She keeps well informed of her local safeguarding procedures and knows who to contact if she has any concerns. The childminder ensures children are continuously supervised when in her care and she completes daily checks on her home. This helps to identify and eliminate any potential risks.

What does the setting need to do to improve?

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

- make the most of all opportunities to extend and build on children's knowledge and skills during their play
- offer children further opportunities to carry out simple tasks for themselves to promote their independence even more.

Setting details

Unique reference number	116920
Local authority	Reading
Inspection number	10132303
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 March 2016

Information about this early years setting

The childminder registered in 1993 and lives in Reading, Berkshire. She operates all year round from 7.45am to 6pm, Monday to Thursday. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector
Ingrid Howell

Inspection activities

- The inspector and the childminder held a discussion to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning.
- The inspector took account of the views of parents from their written responses to surveys organised by the childminder.
- Several discussions took place with the childminder, and the inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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