

# Childminder report

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Inspection date: 21 January 2020

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

### The provision is good

Children enjoy the time they spend in the childminder's home. The childminder provides a warm, welcoming and inclusive environment, where all children form secure attachments with her. She understands children's individual characteristics and preferences and allows them to follow their interests. These positive relationships help children to feel safe and secure so that they are motivated to learn. The childminder has high ambitions for all children. She understands their learning needs well. She gathers information from parents from the outset to find out what children already know and can do. She uses this information to plan for children's next steps. Regular observations of children during play allow her to accurately assess their progress and plan challenging activities to strengthen their knowledge and understanding further. Children behave well. The childminder understands their individual personalities and takes these into account when setting age-appropriate boundaries. She teaches children to be kind and polite to others and encourages them to show good manners through her own positive role modelling. Children develop good speaking and listening skills. The childminder engages children in meaningful conversations effectively, allows them time to think and respond to questions, and values what they have to say.

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

- The childminder makes good use of spontaneous opportunities to extend children's learning. For example, when children show an interest in photographs of themselves and their friends, she encourages them to talk about these. Children confidently recall their past experiences, such as feeding squirrels in the woods. They recollect that they put nuts down and hid behind a tree, so that they could watch the squirrels as they collected these.
- Overall, partnerships with parents are good. The childminder gathers feedback from parents to help reflect on her practice. Parents report that they find the childminder easily approachable and appreciate her daily visits with the children to the park. The childminder shares information with parents about their children's progress and makes some suggestions on how they can support this at home. However, she has not extended this fully, for instance by encouraging them to promote children's love of reading.
- Children have plenty of rich opportunities to explore the outdoors. For instance, the childminder takes them on frequent visits to the park, woods and on regular outings. Children eagerly talk about their 'adventures', including going on a train to feed the ducks.
- The childminder successfully helps children to manage their own feelings and behaviour. Children have a good understanding of how their behaviour may impact on others. For example, they understand that they must not push other children as this might harm them.

- The childminder interacts well with children and provides a good range of resources to help support their learning across all areas of the curriculum. However, at times, she does not recognise some opportunities to extend children's early interest in numbers and counting.
- The childminder is committed to promoting children's health and well-being. Children benefit from healthy, nutritious meals and snacks and follow robust hygiene practices.
- The childminder maintains her professional development. She makes good use of networking opportunities and regularly meets with other professionals to discuss practice issues and share ideas for activities. This helps to sharpen her teaching skills.
- The childminder places a good focus on children's safety and successfully teaches them how to keep themselves safe. For instance, she frequently reminds them to tidy the toys so that they do not fall over and hurt themselves.
- Children have great fun as they learn, and delight in joining in with activities. They develop the skills they need for the next stage in their learning. They have good imaginations as they act out their experiences, for example talking on a play telephone and preparing meals in the play kitchen. They confidently operate electronic equipment, including asking voice-activated speakers to play their favourite songs and rhymes. Children remember the words to these and sing and dance along with enthusiasm.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities in keeping children safe, including ensuring they are adequately supervised. Regular checks of her home, including the outdoors, enable her to identify and eliminate any potential risks. She ensures that she keeps her safeguarding knowledge up to date through regular training. She is confident in identifying the signs and symptoms that may indicate that a child is at risk. She knows what to do and who to contact if she has any concerns about a child's well-being.

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

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

- consider further ways to help parents to support and extend their children's learning at home
- make the most of all opportunities to help children to develop their early interest in numbers and counting.

## Setting details

<b>Unique reference number</b>	116928
<b>Local authority</b>	Reading
<b>Inspection number</b>	10132665
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	20 January 2015

## Information about this early years setting

The childminder registered in 1992. She lives in Tilehurst, Reading, Berkshire. The childminder works Monday to Thursday between 7.30am and 6pm, for most of the year.

## Information about this inspection

### Inspector

Ingrid Howell

### Inspection activities

- The inspector and the childminder had discussions to help the inspector understand how the early years provision and the curriculum is organised.
- A joint evaluation of an activity was completed with the childminder.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children and how she assesses and plans for children's learning
- The inspector sampled feedback from parents and took their views into consideration.
- The inspector observed the interactions between the children and the childminder and considered the impact 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.

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