

# Childminder report

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Inspection date: 22 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	Good
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## What is it like to attend this early years setting?

### The provision is good

The childminder gathers information from parents about their child's routines and abilities when children first start. She uses this information well to plan a variety of activities that follow children's interests. This helps them to settle quickly. However, at times, children are unclear how to access additional resources to build on their ideas even further. Nevertheless, children who have just started enjoy lots of cuddles and reassurance. They listen to stories of interest and discuss similarities and differences in the characters they see. The childminder has a calm manner and interacts well with the children. Children are happy, secure and have a close relationship with the childminder.

The childminder gives children clear explanations and has high expectations for behaviour. Children demonstrate this as they naturally put resources away before their snack. They respond to the childminder's request to stay seated at the table while eating.

The childminder engages children in discussion as they play. She asks questions, models pronunciation correctly and introduces new words to increase children's vocabulary. This builds on children's communication and language skills well. For instance, as children manipulate dough, they use appropriate names to identify the shapes they make.

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

- The childminder observes children to assess their development and incorporates their interests and next steps into planned activities. Children are motivated to learn and engage in activities for long periods. For example, they enjoy pretend play and make cups of tea for visitors. However, although the childminder has a wide variety of resources available, these are not always easily accessible to children. On occasions, this prevents them from making their own choices to extend their ideas even further.
- Children enjoy many outings in the local community. This helps to build on their knowledge about the world and experience communities beyond their own. For instance, children delight in socialising with older people at the local care home. They attend weekly toddler groups and walks to the river. This provides children with opportunities to build on their physical skills and to socialise with others.
- The childminder gives particular attention to promoting children's health and welfare. She works closely with parents and provides many activities to help build on children's understanding of healthy eating.
- Children have rich opportunities to develop mathematical skills. For example, young children focus intently and carefully slot cereal onto sticks. They excitedly count how many they have and learn to think about numbers. The

childminder builds on their early understanding of calculation, for example, as children eat the cereal with enthusiasm.

- The childminder continually reflects on ways to improve her provision. She is proactive and regularly updates her professional development. For example, she networks with other professionals and attends training to help improve learning outcomes for children. The childminder plans to provide a wider range of outdoor learning experiences for children. However, these have not been implemented to support children who prefer to play outside to further extend their learning.
- The childminder promotes children's physical well-being effectively. Children illustrate this as they dance, sing and learn to move in different ways. They delight in games, such as 'Simon says', which help to build on their listening skills even further. The childminder is attentive to children's needs and helps them learn how to keep themselves safe. She illustrates this as she sensitively reminds children not to climb on resources when they become very excited in their play.
- Partnerships with parents are strong. The childminder shares information on children's ongoing progress, such as through daily feedback. She encourages parents to contribute what they know about their child's progress. The childminder uses this information effectively to ensure continuity in children's care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of how to recognise and record child protection concerns. She knows who to report her concerns to and is vigilant about monitoring children's safety. The childminder refreshes her knowledge of safeguarding policies and procedures regularly to keep herself up to date with any changes. She confidently assesses risks, both in the home and in the garden, and takes effective action to minimise hazards to children. Children are learning to keep themselves safe as they follow clear instructions when on outings and learn how to stay safe around water.

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

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

- review the organisation of the indoor environment to ensure children can consistently make informed choices to help extend and adapt their ideas further
- implement the planned improvements to the outside area to provide a great range of choice and opportunities for children who prefer to learn outside.

## Setting details

<b>Unique reference number</b>	EY349007
<b>Local authority</b>	Reading
<b>Inspection number</b>	10065535
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	8 October 2015

## Information about this early years setting

The childminder registered in 2007 and lives in Reading, Berkshire. She operates her service from Monday to Friday, between 7.30am and 6pm, for most of the year. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Jane Franks

### Inspection activities

- Discussions were held with the childminder to understand how the early years provision and curriculum are organised.
- The inspector viewed the play spaces and observed interactions between the childminder and children.
- The inspector looked at a sample of the childminder's documentation, including policies and procedures, and training certificates.
- The inspector talked to children at appropriate times during the inspection.

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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