

Childminder report

Inspection date: 11 February 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

Children demonstrate that they feel safe and relaxed in the childminder's care. They thoroughly enjoy their time at the childminder's warm and welcoming home. Children show good levels of concentration as they play imaginatively. For instance, children delight as they use play foods to make different meals for the childminder. They are confident talkers, listen well and follow simple instructions. The childminder models positive behavioural expectations, such as saying 'please' and 'thank you'. Children behave well.

Children's physical skills are supported well. They have opportunities to play outside daily and enjoy a wide range of experiences in the childminder's garden. Children take turns to ride on cars and bikes outside, laughing with glee as they go faster. The childminder promotes children's learning about the world around them through outings and visits, including to the local country park. She understands the importance of engaging children with the wider community, for example, through attending groups to enable children to develop their social skills. Routine activities are used to promote children's learning. Children learn about good hygiene practices and develop their independence. For instance, they practise using zips and buttons, and can now put on and fasten their own coats. They show great pride in their achievements.

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

- Partnerships with parents are good. Parents comment that the childminder is such a valuable person in their children's lives. They appreciate the warmth and support that they and their children receive. Parents value the information she provides them with and the progress that their children make. Settling-in procedures are individually tailored to meet the needs of the child and their parents.
- Children develop respect for different cultures. They learn about various festivals that people celebrate in the area through books, crafts and trying different foods.
- The childminder interacts well with the children. She is affectionate and gentle in her approach. The childminder engages in conversation during play and asks open-ended questions, promoting their communication skills. She promotes children's early love of reading. The childminder takes them to the library where they choose books and stay for story and rhyme time.
- The childminder plans activities that she knows they enjoy. For example, children enjoy playing with dough. The childminder shows them how to use cutters to manipulate the dough to form shapes. Children can identify shapes, such as diamond and triangle. They show good mathematical skills for their age.
- The childminder does not make enough use of self-evaluation to identify aspects

of her practice that could be better. As a result, she does not have a clear vision of how to improve her service or access training to support improvement.

- The childminder establishes an effective two-way flow of information with other early years settings that children also attend. This enables her to build an all-round picture of children's progress and what they need to learn next. Children experience good consistency in their care and learning.
- The childminder has a consistent approach to managing behaviour. She offers praise and encouragement during activities and when children follow instructions.
- The childminder knows the children well. She observes and assesses them and identifies their next steps for learning. The childminder plans activities around themes loosely and generally incorporates what children need to learn next. However, occasionally, she does not shape activities so that they are precisely focused on helping children to build on what they already know and can do.
- The childminder maintains a safe environment, supervises children well and teaches them how to keep themselves safe. For example, she picks up toys from the floor, explaining to children that they might trip and fall.
- The childminder helps children to learn about the importance of a healthy lifestyle. For instance, children enjoy nutritious meals and have the opportunity for daily exercise. The childminder supports children to manage their personal needs, such as potty training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her child protection knowledge up to date. She accesses regular safeguarding training and receives local authority briefings by email. The childminder updates her safeguarding policies and procedures when she receives new information. She is aware of the signs of abuse and neglect. The childminder knows the procedures to follow if she has concerns about a child's welfare.

What does the setting need to do to improve?

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

- make better use of children's next steps to shape planned activities, so that all children become deeply engaged in their learning
- use self-evaluation to identify areas where practice could be improved and strengthen knowledge and skills in these areas, to further develop assessment, planning and teaching.

Setting details

Unique reference number	955516
Local authority	West Berkshire
Inspection number	10136332
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	19
Date of previous inspection	8 July 2015

Information about this early years setting

The childminder registered in 1992. She lives in Theale, Reading, Berkshire. The childminder offers care Monday to Friday from 7.30am to 6pm, all year round except for family and bank holidays. The childminder offers overnight care.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- The inspector took account of written feedback that some parents had provided.
- Children and the childminder spoke to the inspector at appropriate times during the inspection.
- The childminder and the inspector completed a joint observation together.
- The inspector observed children at play and discussed their development with the childminder.
- The childminder discussed with the inspector how she organises the curriculum for children in her care.
- The inspector walked with the childminder to collect a child from a local nursery.

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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