

# Childminder report

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Inspection date:

17 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is good

The childminder is very experienced. She keeps children safe and makes them feel welcome in her home. Children move around her home confidently. They cooperate well with routines, such as getting ready for meals or nappy changing. The childminder uses these routines well to build trust and a sense of security with the children. For example, she ensures children have their comforters before sleep times and talks quietly and reassuringly to children as they settle to sleep. The childminder is clear about her high expectations for behaviour. She consistently encourages children to be polite and well mannered. Children learn to say 'please' and 'thank you', and to show courtesy and consideration to others. They show respect for the learning environment. For example, they return toys to their boxes after use.

The childminder plans a broad curriculum that helps children to acquire suitable skills and knowledge in preparation for their future learning. She is especially effective at teaching children to understand and value diversity and to develop a love of books. The childminder plans activities with different areas of the curriculum in mind. However, she does not consistently identify clearly what she wants each child to gain from these experiences in order to focus her interactions precisely on their individual learning needs.

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

- There are warm bonds between children and the childminder. Children show they feel at home in the childminder's care and that they are at ease in her company. They show good levels of well-being and confidence.
- The childminder provides children with regular activities that are physically challenging and help develop their muscles, coordination and stamina. For example, she takes children on regular walks that include lots of hill climbing and opportunities to carry large logs to use for den building. She provides children with paint, dough and craft materials to develop small-muscle skills in preparation for later writing.
- The childminder ensures children have daily opportunities to look at books and listen to stories. She recognises the importance of these experiences in supporting children's speaking and listening skills. Children enjoy these times. They listen intently and turn the pages. On the day of the inspection, when the childminder finished reading, children chose to continue to look at books independently. They copied how the childminder had read the story and handled the book.
- The childminder understands that good learning can come from building on children's interests. With this in mind, she plans activities that children will enjoy. However, she is not always fully effective in taking these interests and providing

challenging learning because she does not identify precisely what she wants children to gain from the experiences. That said, the wide range of activities and the childminder's overall good teaching skills mean that over time, children make good all-round progress.

- The childminder builds warm and professional relationships with parents. She provides them with regular updates on their children's learning. She lends parents books and resources and encourages them to use these to support children's learning at home. Parents express high levels of satisfaction with the service provided by the childminder.
- The childminder plans times for children to make independent choices about what to do and what toys to use. However, she misses opportunities to develop other aspects of children's growing independence. For example, on the day of the inspection, she did not encourage children to put on their own coats or boots, or involve them in the preparation of snacks and meals.
- Children learn to be tolerant and accepting of differences. They have regular opportunities to meet children with differing abilities. They learn about their own and other cultures and develop a positive attitude towards the similarities and differences between themselves and others.
- The childminder works effectively with staff at pre-schools that children also attend. She finds out about the curriculum they offer. She ensures an effective two-way flow of information to help aid consistency in meeting children's needs.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training in line with local guidance. This helps ensure her safeguarding knowledge remains accurate. She has a thorough understanding of the signs of potential abuse or neglect. She understands the need to be vigilant in monitoring any changes in children's appearance or behaviour and share concerns promptly with the relevant professionals in order to protect children from harm. She has a secure understanding of wider safeguarding issues, including the danger to children of being exposed to extreme views or ideologies.

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

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

- focus planning and interactions more precisely on meeting the individual learning needs of children to extend progress further still
- make better use of opportunities to support children's developing independence.

## Setting details

<b>Unique reference number</b>	EY341985
<b>Local authority</b>	Reading
<b>Inspection number</b>	10136480
<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 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	2 March 2016

## Information about this early years setting

The childminder registered in 2006. She lives in Caversham, Berkshire. The childminder holds a relevant qualification at level 3. She offers care all day, Monday to Friday, throughout the year.

## Information about this inspection

### Inspector

Sarah Holley

### Inspection activities

- The childminder showed the inspector around her home and explained how she organises the provision.
- The inspector observed the childminder interacting with children and evaluated the quality of the curriculum.
- Parents shared their views via written testimonials and the inspector took these into account.
- The inspector held a discussion with the childminder to find out about her knowledge of safeguarding.
- The inspector looked at relevant documentation.

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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