

# Childminder report

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Inspection date: 20 February 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 demonstrate that they feel safe and secure. They have formed strong attachments with the childminder and are happy to play and explore in the homely environment. The childminder can confidently talk about children's abilities, likes, dislikes and individual characteristics.

The childminder has a good understanding of how children learn and develop, and has high expectations for all children. She plans a good range of stimulating activities that interest children and motivate them to learn across all areas of the curriculum. Regular observations of children's learning enable the childminder to identify gaps and plan for their next steps. Children make good progress in relation to their starting points and develop the skills they need for their future learning. They eagerly engage in activities and concentrate successfully during play.

Children behave well. The childminder has high expectations for their behaviour and provides them with clear and consistent boundaries. Children understand the difference between right and wrong, and avoid conflicts and disputes. They develop strong social skills and interact with kindness and respect. They share and take turns without prompting, and older children are good role models to the younger children.

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

- The childminder uses effective teaching when playing with children, such as showing them how to do things and explaining why things happen. For example, when children make shakers using plastic bottles and different resources, she explains to them about the different sounds these make depending on the size of the bottle and what is inside.
- Overall, the childminder is effective in helping children to gain good communication and language skills. For instance, she provides a commentary and models good conversational skills for older children. However, babies are not always encouraged enough to develop their early speaking skills. For example, the childminder misses some opportunities that arise to help increase their vocabulary and support their emerging communication and language skills to the highest level.
- The childminder works very well with other professionals to sharpen her teaching skills. For instance, she regularly meets with other childminders to share ideas for activities, which helps to strengthen her practice.
- The childminder works in close partnership with parents. She gains information from parents about children's care and learning needs, when they first start, to plan for them from the outset. She speaks to parents daily and keeps them up to date on their children's progress. She carries out regular assessments that

help her to identify any delays in children's learning. She uses this information to help plan targeted strategies that support children to progress further.

- Children benefit from accessing activities within local community groups that further promote their social skills. This also helps them to learn about the wider community and to gain respect for others.
- The childminder encourages children to explore early mathematics, such as counting and naming shapes and colours. She finds ways to promote mathematical development, following their interests. For example, children count different-coloured cars and compare the sizes.
- Children are keen to engage with the childminder and take part in activities. The childminder engages with children well and provides them with lots of encouragement and praise, which supports children to feel valued and builds on their self-esteem. However, at times, the childminder does not give children the time that they need to respond to questions and to express their thoughts.
- Overall, children learn about how to keep themselves safe and healthy. They understand the importance of following safe procedures when crossing roads, and the childminder discusses online safety with older children to reinforce the messages their school gives about staying safe online. However, although children follow good hygiene practices, such as handwashing, the childminder does not consistently help them to understand why this is important in maintaining their overall health.

## 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. She ensures children are continuously supervised when in her care and completes daily checks on her home 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:**

- provide further opportunities for older children to develop their thinking, allowing them more time to answer questions and express their ideas
- provide more support for younger children to practise and to develop their early speaking skills
- enhance children's understanding of personal hygiene to help them manage their basic hygiene needs.

## Setting details

<b>Unique reference number</b>	EY388245
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10132672
<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 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	25 September 2015

## Information about this early years setting

The childminder registered in 2019. She lives in Newbury, West Berkshire. The childminder provides care weekdays from 7am to 6pm, throughout 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 are organised.
- A joint evaluation of an activity was completed with the childminder.
- The inspector asked the childminder questions during the inspection to establish the childminder's understanding of how to safeguard children and how she assesses and plans for children's learning.
- The inspector observed the interactions between the children and the childminder and considered the impact on children's learning.
- The inspector viewed documentation, including evidence of public liability insurance and paediatric first-aid training.

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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