

Childminder report

Inspection date: 5 March 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 are happy, content and settled within the childminder's care. The childminder is friendly and welcoming and provides a home-from-home environment, where all children feel safe and secure. She ensures that the environment is safe for all children and interacts with them very well, for example giving them warm cuddles and plenty of praise during activities. The childminder knows the children well and can confidently describe their interests, needs and what makes them unique. On entry to her setting, she gains information from parents about children's care and learning. This enables her to plan appropriate activities based on what they need to learn next. Continuous assessment enables her to identify gaps and provide targeted support to help children to progress.

Children behave very well and have a positive attitude to learning. The childminder has high expectations of children's behaviour and conduct. She teaches them about the boundaries of the setting effectively, such as being kind to others and treating others with respect. Children are friendly and confident, and the childminder is a positive role model. She teaches children to listen, communicate positively and understand the difference between right and wrong. Children respond well and successfully develop valuable social skills, which will prepare them for their future lives. For instance, they share and take turns, play alongside each other very well and are extremely polite.

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

- The childminder promotes children's literacy development well. She reads with enthusiasm and children are eager to listen to familiar stories. The childminder uses these opportunities to encourage children's language skills, such as asking them to read the stories out loud independently.
- Children enjoy exploring with different resources to help them to recognise change. For example, they use different-coloured clear blocks and combine two colours to create a different colour. Children have a good understanding and know that if they combine red and yellow, they will create orange.
- The childminder is highly successful in teaching children about technology. For instance, when children observe that an electronic toy does not make sounds, she shows them the on/off button and explains that this needs to be switched to the 'on' position to operate the toy.
- The childminder has a good understanding of children's development and plans next steps which support them to make good progress from their starting points. She plans around children's abilities effectively. However, there is scope to develop further the use of careful questioning to capture children's attention during activities and help them to think creatively and share their own ideas.
- The childminder places a strong focus on children's physical well-being. She

ensures that children have a wide range of experiences to encourage them to be physically active. For example, they play outdoors and visit local parks. Children benefit from healthy meals and snacks and follow good hygiene practices, such as washing their hands before meals.

- Partnerships with parents are good. The childminder provides parents with good opportunities to be involved in their children's learning. Parents speak very highly about the childminder, including the effective communication she provides and how happy the children are within her setting.
- At times, the childminder does not respond to children's current interests, to help them to engage fully in the learning experiences. For example, although children express to her what they would like to play with, she does not consistently allow them to follow their own interests to promote their curiosity.
- Children demonstrate good levels of imagination as they act out familiar activities, such as going to the shops to buy fruit. The childminder uses these opportunities to extend children's vocabulary, for example she describes to them that oranges are very 'juicy'.
- The childminder successfully encourages children to develop resilience and a can-do approach. For example, when children attempt to balance small beanbags on their heads, and these frequently fall off, she encourages them to try again. When children succeed, they show pride in their achievements and celebrate these with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe at the setting because the childminder is vigilant and supervises them well. She is fully aware of her role and responsibilities, including ensuring that she checks the environment daily to help identify and eliminate any potential risks. The childminder has a good knowledge and understanding of child protection issues. She completes regular training to ensure that she can confidently identify the signs that may indicate that a child is at risk of harm. She knows what to do and who to contact if she has any concerns about a child's safety or welfare.

What does the setting need to do to improve?

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

- respond consistently to children's emerging interests and engage them in more challenging learning experiences
- enhance questioning skills further, to allow children plenty of time to think creatively and respond with their own ideas and extend their learning further.

Setting details

Unique reference number	510228
Local authority	West Berkshire
Inspection number	10136330
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	26 November 2015

Information about this early years setting

The childminder registered in 1995. She lives in Calcot, near Reading, Berkshire. Childminding takes place from Monday to Friday, all year round except for family holidays. The childminder holds a recognised early years qualification at level 3. She accepts funding to provide free early education for children aged three years.

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 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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