

Childminder report

Inspection date: 12 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	Good
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What is it like to attend this early years setting?

The provision is good

The warm and caring childminder has high expectations for all children attending. She plans well for children's learning, overall, and interacts purposefully to help children gain skills and knowledge to support their future learning. The childminder offers a broad range of good-quality toys and resources, and interesting activities. She supports children's wider learning with activities that children enjoy. This includes, for example, nature walks and time spent outdoors to promote the ways children learn about nature, creatures, weather and changing seasons. The childminder extends this learning at home. For example, she explained at inspection how she invites a mobile animal zoo to the setting to help children learn about caring for domesticated animals and about the habitats of some wild animal species.

Children have secure bonds with the childminder. They demonstrate that they feel happy and safe in her care. Children show independence and confidence as they select their own toys and resources and make decisions about what they want to do. The youngest of children attending demonstrate emotional security. They are happy to explore and find new things to do. They are encouraged to extend their physical development. For instance, the childminder encourages their independent exploration and adapts play activities well so they can take part. Children behave very well at all times. They understand the routines of the day and the childminder's expectations.

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

- The childminder has a good understanding of her role and responsibilities. She is encouraging of how her assistant updates her skills and knowledge. This is implemented through training and regular discussions, for instance, about safeguarding matters. The childminder knows the requirements for working with an assistant.
- Parents are positive about the care their children receive. They state that the childminder provides a broad range of activities and outings and that they receive lots of communication about children's achievements. They add that their children are happy to attend.
- Overall, the childminder implements the early years foundation stage curriculum well. She ensures that her planning incorporates all seven areas of learning and her activities are based on children's interests. However, the childminder's intentions for children's learning are not always precise enough to extend and build on what children already know and can do. This was demonstrated, for example, during a planned sensory activity to enhance children's colour recognition. While the activity was ambitious in helping children identify colours, children were sometimes slightly distracted by other unconnected resources that

related to other topics. Nevertheless, children were keen to take part and enjoyed their play.

- Young children listen attentively to stories. They enjoy these and demonstrate understanding of the storyline. For example, a child notices that a character is yawning and that it may be 'time for bed'. The childminder is proactive in how she helps children to identify awareness of feelings and expressions. For instance, the childminder and children look at the characters' faces, to determine if they are happy or sad.
- Children are respectful and kind to each other. They demonstrate positive attitudes to their learning and are keen to take part in activities. For example, children ask for favourite songs to be played. They dance confidently to the beat of the music and start joining in with some actions.
- Overall, the childminder is mindful of how she encourages children's speech and communication skills. For instance, she regularly takes children to a music group so they socialise with other children while learning songs and rhymes alongside others. She encourages the use of new vocabulary during activities, to enhance the language of children with more advanced speech. However, the childminder is not as confident in the ways she implements strategies for children who are less advanced in their communication and speech, to support their emerging language even further.
- The childminder helps to ensure that children are provided with healthy lifestyles. She offers regular outdoor learning opportunities and healthy and nutritious meals. The childminder helps the youngest of children gain independence, for example, building their confidence in self-feeding and using a cup. The youngest of children show their growing coordination, balance and physical skills well. They demonstrate this as they manoeuvre about using sit-on cars or when exploring in the role-play kitchen area.

Safeguarding

The arrangements for safeguarding are effective.

The childminder adheres to her policies, procedures and risk assessments to support children's health, safety and well-being effectively. The childminder has a good overall understanding of all aspects of safeguarding. For example, she knows the typical signs and symptoms that may indicate abuse and the procedures to follow to make a timely referral. The childminder understands the importance of updating her knowledge of how to safeguard children. She completes safeguarding training on a regular basis. This includes training in regard to the 'Prevent' duty. The childminder ensures that her assistant is up to date in her understanding of all aspects of safeguarding children. The childminder knows the procedures to follow should an allegation be made against her or her assistant.

What does the setting need to do to improve?

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

- enhance curriculum planning to be more precise in how and why activities are implemented, to help children build their skills and understanding to support their future learning and success
- build on the strategies for enhancing the ways children use and extend their emerging language.

Setting details

Unique reference number	117012
Local authority	Reading
Inspection number	10065529
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	19 November 2015

Information about this early years setting

The childminder registered in 1994. She lives in Tilehurst, Reading, Berkshire. The childminder works all day, Monday to Friday, for most of the year. The childminder has an early years childcare qualification and works alongside an assistant who works part time.

Information about this inspection

Inspector

Aileen Finan

Inspection activities

- The inspector observed the childminder interacting with children.
- The inspector spoke with the childminder about how she plans for children's learning and how she works in partnership with parents.
- Relevant documentation was sampled during the inspection to find out if the childminder meets the requirements of the early years foundation stage.
- The inspector spoke to children present and read feedback from parents.
- Discussions took place with the childminder to assess her knowledge and understanding of safeguarding matters and her responsibilities for working with an assistant.

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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