

Childminder report

Inspection date: 22 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, safe and content in the childminder's care. They take an active role in their activities and are very keen to share what they know. For example, children are learning about the life cycle of butterflies. They carefully hold the pot containing caterpillars. Children use terms, such as 'cocoon' as they talk about what the caterpillars will wrap themselves in before becoming a butterfly. Children listen with interest to the 'Hungry Caterpillar' story during snack time. They share the fruits from the story and confidently recall events. For example, that the caterpillar had one apple, two pears, three plums and four strawberries. Children talk about how the skin of the orange feels and older children identify that the orange may be too big for the youngest of the children to hold.

The childminder has high expectations for all children attending. She is consistent in the messages she gives. Children behave very well and have warm bonds with the childminder and each other. Children are polite and understand the need to be kind and use terms, such as please and thank you. The proactive childminder adapts activities effectively so that all children, regardless of their ages, have the opportunity to join in.

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

- The childminder offers children a broad variety of experiences that cover all seven areas of learning. She interacts warmly and nurtures children well. Children of all ages are confident to lead their play but are also very content to try new things. The childminder places a high focus on helping children gain high levels of self-esteem, independence and social skills. Children are thoughtful and caring of one another. For instance, children sit snuggled together as the childminder reads to them. The childminder helps children to gain awareness of diversity. For example, she reads a book set in China. Inquisitive children quickly notice that the writing on the pages 'looks like pictures'.
- The childminder has designed her curriculum well. Generally, she has clear intentions about what she wants children to learn. For example, the childminder has successfully helped children learn the names of colours and they can group and sort these. However, when she tries to adapt her learning intentions to help children sort shapes using wooden shape pieces, the outcome is not as successful. The childminder has not yet helped children to name and identify the shapes securely enough to group them. Nevertheless, children demonstrate dexterity in how they build towers with the blocks and understand some mathematical words, such as bigger.
- Children thoroughly enjoy water activities. The youngest of children splash about and have fun as they start to learn skills, such as pouring. Older children

develop their coordination further and learn about simple technology, including using pipets to move water around.

- The childminder helps children to have a positive attitude to learning. Children share resources as they paint butterfly pictures. They make decisions about how they will create and design their butterflies and the colours they use.
- The childminder has made some adaptations at the setting due to the COVID 19 (coronavirus) pandemic. Parents drop off children and collect at the door to help keep everyone as safe as possible. The childminder maintains strong communication and updates parents during the day about what children do and what they achieve. The proactive childminder kept in touch regularly when the setting had to close at the start of the pandemic. For example, using social media platforms for rhyme time. Children settled happily on their return as a result.
- Parents are positive about the care their children receive. They state that their children make 'big leaps' in their vocabulary. They add that they feel very involved in how their children are learning. Parents explain that their children benefit from a broad range of activities. Partnerships with others who share the care of children attending promote consistency for children's learning and development.
- Children understand routines that support their good health and well-being. For example, children wash hands while singing their 'handwashing' song before meal times. Children sit at the table and listen to each other as they engage in conversation. Even the very youngest of children attending are confident with using appropriate cutlery.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of her responsibilities to keep children safe. She adheres to her robust policies, procedures and risk assessments to effectively promote children's well-being. Her home offers children a welcoming environment so they can feel secure while they learn. The childminder responded confidently to questions and scenarios to assess her knowledge in regard to all safeguarding matters. She has a secure awareness of the procedures to follow if she had a concern about a child. The childminder is mindful to help older children understand how they can keep themselves safe using social media and online technology.

What does the setting need to do to improve?

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

- help children to gain a deeper understanding of shapes and mathematical language.

Setting details

Unique reference number	EY555234
Local authority	Reading
Inspection number	10174514
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	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Caversham, Reading. The childminder offers care Monday and Tuesday 8am to 6pm, and after school until 6pm on Thursdays.

Information about this inspection

Inspector

Aileen Finan

Inspection activities

- This was the first inspection the childminder received since the COVID 19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector and childminder completed a learning walk together. The childminder told the inspector how she plans her curriculum. She discussed the various ways that she works in partnership with parents and others who share the care of children attending.
- The inspector observed the quality of interactions and how the childminder engages with children.
- A joint observation was completed. The childminder told the inspector her intentions for children's learning during this activity.
- The inspector spoke to the children present and read written feedback from parents.

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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