

# Childminder report

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Inspection date: 22 September 2021

<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	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

Children have lots of free choice at the childminder's setting. They follow their own interests as they play and show that they are happy and settled. The childminder provides flexible settling-in sessions to help ensure that children are confident when they start with her. Children behave well. They demonstrate that they feel secure in the childminder's care and regularly approach her and the assistant for cuddles, which are freely given. Children play in a homely and safe environment. Their information is carefully stored by the childminder to ensure that it remains confidential.

The childminder plans an ambitious curriculum that helps all children to make good progress. She provides a strong focus on children's social and emotional development. For example, children enjoy viewing images of themselves in a mirror with the childminder's support. She encourages them to consider what makes them individual and different from others, such as the colour of their hair and eyes. They chat with the childminder about whether they think their face looks happy or sad. This helps children to realise that they are unique and develop an understanding of their feelings and emotions.

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

- The childminder supports children's communication and language development well. She encourages children to hear and repeat new vocabulary as they play. For example, during water play activities, children practise new words, such as 'shark', 'dolphin' and 'shell'. The childminder builds on their learning as she chats to children about a visit they made to the beach, to recall when they collected the shells.
- The childminder and her assistant treat children with courtesy and respect. They ask children for their permission before helping them to blow their nose or change their nappies. Consequently, children are supported to learn that they have a voice about what happens to them.
- Children learn how to regulate their own behaviour through gentle reminders from the childminder and her assistant. For instance, they remind them not to use and repeat inappropriate language. Children receive regular praise, which helps them to develop good levels of self-confidence.
- Children enjoy healthy meals and have access to their drinks at all times. Mealtimes are sociable, and children sit at the small table with their friends while they eat. The childminder provides children with cutlery to help them learn to follow good eating habits.
- Overall, the childminder follows good hygiene procedures. For example, she reminds children to wash their hands after using the toilet and before eating to minimise the risk of cross-infection. However, the childminder does not explain

to children why this is essential, to help develop their understanding of the importance of good hygiene.

- Children form good relationships and support each other as they play. Older children look out for younger ones, such as when they remind younger children to roll up their sleeves before water play so that they do not get wet.
- The childminder works well with parents and other professionals involved in children's care. For example, she discusses children's progress with parents, as well as with staff at any other settings that they attend. Consequently, she is able to take these details into account, to provide consistency when planning for children's individual care and learning needs.
- Overall, the childminder supports children's independence well. Children learn to feed and dress themselves and to see to their own self-care needs when they are capable. However, at times, the childminder and her assistant step in to do things for children before encouraging them to try for themselves. This does not prepare children as well as possible for their next steps in learning.
- The childminder and her assistant undertake regular training to ensure that they fulfil their roles and responsibilities effectively. They normally work together at all times. This ensures that the childminder is able to monitor and support the quality of her assistant's practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she and her assistant keep their safeguarding knowledge up to date, including with regard to wider issues that may affect children's safety. They have a clear understanding of the signs that may indicate a child is at risk of harm and the action to take if they have any concerns. The childminder conducts regular checks of her premises to identify and minimise any hazards. For example, she takes children on daily outings to get fresh air and exercise while work is being done to her garden.

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

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

- support children to recognise why it is important to follow good hygiene procedures, to further promote their understanding of how to lead a healthy lifestyle
- help children to develop their independence to the best possible level, to prepare them for their future learning.

## Setting details

<b>Unique reference number</b>	2556207
<b>Local authority</b>	Reading
<b>Inspection number</b>	10206735
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Reading, Berkshire. She was previously a registered childminder for several years before re-registering. The childminder operates all year round from 7.30am to 6pm, Monday to Friday. She holds a recognised early years qualification at level 3. The childminder works with an assistant.

## Information about this inspection

**Inspector**  
Margaret Davie

### Inspection activities

- This was the first routine 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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector reviewed relevant documentation, including paediatric first-aid certificates.
- The inspector observed the quality of education provided and assessed 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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