

Childminder report

Inspection date: 1 March 2022

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 and enjoy the time they spend with the childminder. They settle quickly and enjoy her warm welcome and cuddles. This helps to develop children's emotional attachments. Children confidently select resources and engage in their play. For example, they focus intently and show good hand-to-eye coordination as they hang bangles and hoops on to the mug tree. Babies show high levels of determination as they stretch and reach for toys of interest. They are curious and keen to explore textures such as flour, and spend time squishing it between their toes. The childminder has high expectations for children. Her caring interactions give children the confidence to try things for themselves and promotes their emotional well-being effectively. All children are making consistent progress and are well prepared to move on to their next stage of learning.

Children have many opportunities to explore their local community. For example, they enjoy walks to the river to feed the ducks. Children visit farms and discovery centres, which helps them to learn about the wider world. They attend local groups and enjoy visits to the library. Children meet new children and people and develop confidence in new social situations. Young children develop their independence skills well. They learn to wash their hands with the support of the childminder and show good control when using cutlery.

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

- The childminder has good relationships with parents. She seeks information about children's abilities and achievements when they first start and keeps parents well informed of children's progress. The childminder offers parents ideas and guidance for continued learning at home.
- The childminder observes children as they play. She accurately assesses children's next steps in learning and knows the children well. However, planning is not quite as precise as it could be. On occasion, the childminder does not reflect on what she knows about children to really challenge and maximise their learning.
- The childminder promotes children's developing speech and language well. For example, she talks to young children about what they can see and models words clearly. Children sing nursery rhymes and listen to music in their home languages.
- The childminder works closely with parents to ensure children have a well-balanced diet each day. She provides children with healthy, nutritious meals and shares menus with parents. The childminder encourages children to try new tastes and textures. She talks to them about food that is good for their bodies. This helps to promote children's understanding of a healthy life style.
- The childminder regularly reflects on the service she provides. For example, she

has recently adapted the environment to help support babies as they pull themselves up on furniture. The childminder meets with other childminders to share ideas and good practice. She seeks feedback from parents and children to help her make improvements. The childminder places a strong focus on her professional development to ensure she keeps her knowledge and skills up to date.

- Children have opportunities to learn about, understand and respect the similarities and differences between themselves and other people. For example, children listen to songs in the home language of their friends and share photos of their families. They learn about a range of festivals, such as Chinese New Year and Diwali.
- Children have good opportunities to build on their increasing physical skills. For example, the childminder provides them with a wide range of equipment that helps them to balance and negotiate space around them. Babies crawl up and over soft mats and use push-along toys with increasing control.
- The childminder encourages children to share and take turns from a young age. For instance, she interacts with babies as they play, rolling them balls and passing them resources of interest. The childminder models words such as 'thank you,' as babies return the toys. Children demonstrate positive attitudes to learning. They show good levels of concentration and enjoyment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She ensures her home is safe and free from hazards. The childminder has completed safeguarding training, including online safety and wider issues such as radicalisation. She can identify signs and symptoms that may indicate a child is at risk of harm or abuse. The childminder knows the procedures to follow if she has any concerns about a child's welfare. She ensures suitability checks are in place for all household members.

What does the setting need to do to improve?

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

- use what is known about children more precisely, to plan for and target what they need to learn next, to extend their learning even further.

Setting details

Unique reference number	EY560386
Local authority	Reading
Inspection number	10190413
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Reading. She operates from 8am to 5pm, Monday to Thursday, all year round. The childminder holds a relevant home-based childcare qualification at level 3.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The childminder explained her curriculum to the inspector to share what she wants children to learn.
- The inspector and the childminder carried out a joint observation together to reflect on the quality of teaching and learning.
- The inspector considered the written views of parents.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector looked at relevant documentation, including paediatric first-aid qualifications and the suitability of members of the household.

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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