

# Childminder report

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Inspection date: 6 April 2022

<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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and excited to learn. They flourish in a calm and warm environment. Children relate well to others and invite them to join in their play. They learn to share and take turns. Children negotiate how to play fairly with their favourite toys. The childminder is responsive to children's interests and uses these effectively to plan for children's next steps in learning. Children use a variety of interesting resources to initiate their own games.

Children learn from the different languages represented within the group. They compare new words to their own home language. For example, they know that the word 'babushka' means grandmother in Russian. This helps promote children's understanding of what makes them unique.

Children have ample opportunities to support their physical skills. They show confidence as they use the climbing frame in the garden. Children are challenged further to use the bigger climbing frame in the local park. They improve their skills of balance, jumping and climbing. Children develop good hand and eye coordination as they use different tools correctly to mark make, paint and thread beads.

Children develop a love of books. They like to hear their favourites stories read again and again. This helps promote children's increased understanding of the story. For instance, in the 'Burrowing Owls' story, they learn that some owls do not fly.

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

- The childminder plans well to promote children's development in all areas of learning. She supports their mathematical skills effectively, such as counting objects correctly. Children practise their counting and sorting skills in different situations. For instance, they are able to count the beads as they use a string to thread them.
- The childminder has a good knowledge of how young children learn. Parents provide a detailed picture of what their children already know and can do. This helps the childminder to establish children's needs. Their progress is regularly monitored to establish next steps in their learning. The childminder plans accordingly to address any gaps. This enables children to make good progress from their starting points.
- The childminder has a clear focus to extend children's communication and language skills. Children learn words such as 'curly' and 'spiral' to describe pasta of different shapes. They are inquisitive and ask questions, for example when they are unsure of the name of something. The childminder seeks to broaden

children's vocabulary consistently at every opportunity. For example, she teaches them the word 'budgerigar' to name a bird in a book.

- Children are keen and capable explorers. However, at times, the childminder does not give them enough encouragement to test out their own ideas and solve problems independently. For instance, children decorate foam Easter eggs and want to stop them from rolling around. The childminder tells children what to do and they are not given the opportunity to find the solution themselves.
- The childminder provides children with opportunities to explore new foods on a regular basis. Children talk about the taste of different foods, such as radishes, and whether they are healthy or unhealthy. They know that cucumbers are good for them and are keen to grow them in the garden.
- Children are quick learners and, given the opportunity, are able to manage their own needs. However, on occasion, the childminder does not consistently promote children's independent self-care skills. She is too quick to do things for them, for example when she cleans their hands after messy play.
- Partnership with parents is a strength. Parents praise the amount of quality information they receive about their children's welfare and development. They comment on how their children come home and talk excitedly about their day with the childminder.
- The childminder constantly explores different ways to improve her practice. She has recently attended a course on how to improve children's oral hygiene. Children have had opportunities to visit a dentist. They talk about how to brush their teeth correctly and the impact of too much sugar on their teeth.
- The childminder has forged good links with other professionals, including at local schools. Children visit places of interest to widen their knowledge of the world around them. For example, children go to the local toddler group to further develop their social skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training. She has a secure understanding of her responsibility to protect children from harm and the risk of being exposed to extremist views. The childminder recognises the possible signs and symptoms of abuse. She understands the local procedures to follow if she needs to seek further help or to report any concerns. She has a keen interest in extending her safeguarding knowledge further and she does her own research online. The childminder carries out regular risk assessments, indoors and outdoors, to ensure that children are able to play in a safe environment.

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

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

- provide further opportunities for children to test out their own ideas to solve problems and achieve the task for themselves
- provide more encouragement for children to manage their own personal care needs independently.

## Setting details

<b>Unique reference number</b>	EY374036
<b>Local authority</b>	Reading
<b>Inspection number</b>	10228461
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	9 January 2017

## Information about this early years setting

The childminder registered in 2008. She lives in Caversham, Berkshire. The childminder operates from Monday to Thursday, 7.30am to 6pm, for most of the year. She holds a relevant level 3 early years qualification.

## Information about this inspection

### Inspector

Sonia Panchal

### Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder talked to the inspector about her curriculum and what she wants the children to learn.
- The inspector carried out a joint observation with the childminder and discussed the effectiveness of her teaching on the children's development.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on the children's learning.
- Parents shared their written views on the childminder with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder to work with children.

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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