

# Childminder report

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Inspection date: 4 May 2022

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<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 demonstrate they are happy and secure in this nurturing home-from-home environment. They have strong bonds with the childminder and respond well to her warm and caring manner. For example, children listen to instructions and eagerly put on their shoes and coats ready to collect their friends from nursery. They greet their peers with a huge smile and all children chat about their morning with enthusiasm. Children show a growing awareness of personal safety. They stop at the roadside and carefully look and listen for cars before crossing. Children are clearly comfortable in the care of the childminder. When entering her home, they naturally put away their shoes, hang up their coats and wash their hands ready for their lunch.

Children benefit from the childminder's high expectations for them to succeed. They show a love of learning and make good progress. For example, children make independent choices in their play. They transport lentils and rice into their diggers and use appropriate language, such as 'full' and 'empty' to describe the containers they are carrying. Children fill up their hands with pebbles and make predictions as to how many they are holding. They enjoy games that support their developing recognition of basic shapes, such as 'square' and 'circle'.

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

- The childminder has a good understanding of how to plan an effective early years curriculum. She uses her assessments of children to identify what they know, can do and what they need to learn next. Children are highly motivated and consistently demonstrate positive attitudes as they play.
- The childminder forms strong relationships with parents. She shares information about their child's activities and care arrangements, such as through discussions and digital means. This ensures continuity in children's learning. Parents say they could not wish for a better childminder.
- Children benefit from many opportunities to explore their local community. For example, they visit the local canal and love to watch the boats go by. Children explore local forests and commons and learn how to take safe risks, such as when climbing trees. They excitedly talk to the inspector about their visits to the pet shop and demonstrate a keen interest in nature.
- Children behave well. They share and take turns and play happily with their friends. For example, they help each other to find the puzzle pieces so they can successfully complete their activity. The childminder praises children's achievements, which has a positive impact on their emotional well-being.
- Mealtimes are a social time for the children. They discuss what they have in their lunchboxes and show a positive attitude towards healthy food and taking part in exercise. Children eagerly talk about their afternoon activities, such as digging

and planting their strawberries. They demonstrate a growing understanding of the world and discuss how water and sun help plants grow.

- The childminder supports children's speech and vocabulary well. For example, as children explore different textures, she introduces words to help them describe how it feels. The childminder uses repetition of language to help children say words correctly. She illustrates this well as she reads to children and engages them in stories. However, opportunities for children to use and share their home languages, to help them learn to value and enjoy languages other than their own, are less frequent.
- The childminder regularly evaluates her practice. She carries out parent feedback questionnaires to seek their views, in order to drive improvement. She completes mandatory training and short courses to keep up to date with latest legislation. However, there are opportunities to further build on training and development to help raise her practice to an even higher level.
- The childminder supports children's understanding of technology well. For instance, children press buttons, explore sounds and learn how mechanical toys work. The childminder holds discussions with older children about internet safety to help them keep safe at home when using digital media. She talks to younger children at a level of their understanding, using age-appropriate books for example.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She has an in-depth knowledge of the signs and symptoms of abuse, for example, radical extreme views or behaviours. Safeguarding updates are integral to the childminder's practice. She provides safeguarding training for her assistant and ensures they know what to do if she has a concern about a child. The childminder's home is fully secure. She completes thorough daily risk assessments to minimise any hazards to children.

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

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

- develop the use of all children's home languages to help them to learn to value and enjoy languages other than their own
- identify training and development needs to help strengthen knowledge and raise the quality of the provision to an even higher level.

## Setting details

<b>Unique reference number</b>	EY291702
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10228367
<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>	1 to 11
<b>Total number of places</b>	5
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	10 October 2016

## Information about this early years setting

The childminder registered in 2004. She lives in Newbury, Berkshire. The childminder provides care, Monday to Friday, from 8am to 6pm, all year round. She works with an assistant occasionally. The childminder holds an appropriate childcare qualification.

## 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 childminder and has taken that into account in her evaluation of the setting.
- The childminder and the inspector had a learning walk of the areas used by the children and discussed the setting's aims.
- The childminder discussed children's progress and next steps with the inspector.
- Parents' views were taken account of by the inspector.
- The inspector sampled documentation, including evidence of suitability and children's records.

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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