

Childminder report

Inspection date: 25 May 2022

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Outstanding |
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What is it like to attend this early years setting?

The provision is good

Children have lots of fun and enjoy their time in this childminder's home. They form close bonds with the childminder, who is nurturing and sensitive to their individual needs. Children snuggle up and listen to stories with the childminder when they feel tired. They demonstrate that they feel safe and secure in her care. Children join in singing their favourite songs with enthusiasm. They laugh and smile as the childminder expressively says 'pop' and 'bang' as they sing about sausages in a pan. Children copy the actions, clap their hands and move their bodies to the beat of the song. They enjoy taking part with their friends. Children demonstrate a sense of pride and belonging as they take turns to choose which song to sing next.

Children benefit from a range of experiences that are engaging and capture their attention. For instance, they explore the different ways they can use diggers and trucks in the sand tray. They focus on carefully operating the digger to scoop up the sand and move it into different-sized containers. They move the vehicles around the tray, observing the different marks the wheels and tracks make. Children concentrate for long periods on their chosen task. They are motivated to learn and eager to discover what things do and how they work.

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

- The childminder teaches children about emotions. For example, children select stickers with different facial expressions to stick on their clothes. They choose the 'happy' face and copy the smiling expression. They give stickers to the childminder as she encourages them to match the sticker to the expression she makes. Children learn how to describe their emotions and identify how others might feel.
- The childminder uses daily routines to promote meaningful learning. For instance, at snack time children practise carefully holding plastic knives to chop their own strawberries. They concentrate hard as they have a go at pouring their own drinks. Children improve their fine motor skills and hand-to-eye coordination as they develop the independence to do things for themselves.
- The childminder evaluates how to make positive changes to her provision. She seeks out training opportunities to learn more about the areas she wants to improve. For example, recent training in teaching mathematics has helped the childminder support children in this area. She uses more mathematical language in children's play to support their understanding of quantity, size and volume.
- Children have plenty of access to books in the childminder's home. They enjoy looking at books independently and together with their friends. Toddlers turn the pages for themselves and talk about the different pictures they can see. They listen to the childminder read and animatedly bring stories to life using props

and puppets. The childminder encourages children to develop a love of reading.

- The childminder understands the importance of talking to children and engaging them in conversations to support their communication and language skills. She describes what children are doing, introduces them to new vocabulary and asks them questions as they play. However, at times, the childminder does not give children enough time to think and respond before providing them with answers and information. Therefore, children do not consistently have the chance to practise their speech fully and increase their critical thinking skills.
- The childminder encourages children to lead a healthy lifestyle and helps parents to support this at home. Children benefit from plenty of time outside and take regular trips to local parks and nature areas. The childminder shares information with parents about how to support children's oral health. She provides them with details about healthy food choices for their children's lunch boxes.
- The childminder has developed a curriculum that covers all areas of learning. She finds out about children's interests and abilities in order to provide enjoyable experiences. Overall, children make good progress in their development. However, on some occasions, the childminder's intentions for planned activities are broad and do not focus precisely on what children need to learn next. Therefore, children do not consistently engage in experiences that challenge them to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is diligent in her aim to keep children safe. She keeps herself up to date with training in local safeguarding procedures. She is aware of the steps she must take to report any concerns she may have about the welfare of a child. She understands the signs and symptoms that may indicate a child is at risk from harm. The childminder checks her environment to minimise hazards. She supervises children closely but allows them opportunities to assess and manage their own risk. For instance, she supervises children as they learn to go up and down stairs safely, holding onto the railing for support.

What does the setting need to do to improve?

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

- focus the intentions for planned activities more precisely on what children need to learn next
- strengthen interactions with children, to give them more time to respond to questions and develop their critical thinking skills.

Setting details

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| Unique reference number | EY321157 |
| Local authority | West Berkshire |
| Inspection number | 10136459 |
| 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 2 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Date of previous inspection | 22 October 2015 |

Information about this early years setting

The childminder registered in 2006. She lives in Calcot, Reading. The childminder offers care Monday to Friday, from 7am to 5.30pm, all year round, except for family holidays and bank holidays. The childminder offers free early education for children aged three and four years old.

Information about this inspection

Inspector

Alice M Roberts

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 their evaluation of the provision.
- The childminder spoke to the inspector about the curriculum she provides for children.
- The inspector spoke with the children at appropriate times during the inspection. The inspector read some feedback from parents and considered their views.
- The childminder provided the inspector with a sample of key documents on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.

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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