

Childminder report

Inspection date: 13 June 2022

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

The provision is good

All children are happy and confident in this homely and welcoming setting. They settle quickly and form strong attachments with the nurturing childminder. Children behave well. They benefit from plenty of praise and encouragement from the childminder, which boosts their self-esteem even further.

Children have regular opportunities to read stories. They recall well-known stories for the inspector. For example, they describe the crocodile who snaps and the caterpillar who is always hungry. Children investigate and solve problems in their play. The childminder supports children's mathematical development. For instance, as children pour and scoop water in the water tray, she uses mathematical language such as 'full' and 'empty'. Children smile with delight when they successfully transfer water into watering cans to use in their play. This supports children's understanding of mathematical concepts effectively.

Children show high levels of curiosity and have very positive attitudes to learning. The childminder joins in with the children's imaginary play. For example, children pack their bags, as they are going to the airport on their holidays. They tell the childminder how they will wait for the bus before they arrive at the airport. Children play cooperatively, listen to others and learn to take turns when engaging in activities.

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

- The childminder is aware of the potential impact that the COVID-19 pandemic has had on children's learning and development. She has identified that after the national restrictions, some children need support to develop their physical development and plans experiences to support this. For instance, children benefit from plenty of fresh air and exercise, such as through regular visits to parks and woods. The childminder is effective in helping children to understand the importance of leading a healthy lifestyle.
- The childminder places a strong focus on children's language development. She continuously encourages thoughtful and engaging conversations, models correct sentence structure and introduces new words. This supports children to be confident communicators.
- Overall, the childminder demonstrates a good understanding of how children learn and develop. She gathers useful information when children start at her setting. She uses this to sequence their learning. The childminder knows the children well. She can talk about what they can do, what she wants them to learn, how she will do this and why. Children benefit from a range of activities to support their development across all areas of the curriculum. Occasionally, some activities do not entirely promote children's engagement at the highest level. For

example, during a group story time, younger children, while happy, do not fully engage with the childminder, and some children lose interest or wander off to access other resources.

- The childminder regularly reflects on her practice and makes continuous improvements. She keeps her knowledge and skills up to date, for example through completing training, attending webinars and meeting with pre-school staff to share good practice. Consequently, children benefit from fresh ideas and resources that inspire their learning.
- Partnerships with parents are strong. Parents leave positive feedback and appreciate the reassurance and support that the childminder gives them. The childminder keeps parents informed about their child's progress through daily feedback. However, she has identified that there is scope to engage parents even more with their child's learning at home, to share relevant information to support a consistent approach to children's learning.
- The childminder helps children to learn about healthy lifestyles and to develop self-care skills. For instance, children learn the importance of handwashing before meals and after using the toilet and of putting their hands in front of their mouth when coughing.
- The childminder promotes positive behaviour effectively. She speaks calmly to children, providing lots of positive praise for their use of good manners. She has clear routines that she expects children to follow, for example in preparation for moving from one activity to another. Children listen and respond consistently well. They learn to share and they demonstrate respect for others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She knows the procedures to follow should she have any concerns about children. The childminder is vigilant about the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge up to date. She is aware of child protection issues, such as exploitation, extremism and radicalisation. The childminder has a thorough understanding of local safeguarding procedures. The childminder supervises children well and regularly risk assesses her home.

What does the setting need to do to improve?

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

- review planning so that all activities consistently engage and challenge all children
- develop partnerships more with parents to help support children's continuity of care and learning even further.

Setting details

Unique reference number	EY415395
Local authority	West Berkshire
Inspection number	10228538
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	19 September 2016

Information about this early years setting

The childminder registered in 2010. She lives in Chieveley, near Newbury, Berkshire. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays.

Information about this inspection

Inspector

Amanda Perkin

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 together to discuss the childminder's intentions for children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living on the premises.
- The childminder and the inspector observed children playing and discussed their learning and development.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents in their written comments.

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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