

# Childminder report

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Inspection date:

14 July 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Not met (with actions)**

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Previous  
inspection

Not applicable

## Summary of key findings

### This provision does not meet requirements

- The childminder does not understand all of the records that must be in place for childminding. When looking after children, she does not keep a daily record of their hours of attendance to show when they are being cared for on the premises. This is a legal requirement.
- The childminder is proactive in keeping her own knowledge up to date and has a secure knowledge of all seven areas of learning. She attends regular curriculum training. The childminder knows how children learn and offers activities that ignite children's curiosity and enthusiasm. For instance, she describes activities such as acting out the 'Gingerbread Man' story with real gingerbread to bring the learning experience to life.
- The childminder understands how to support children's different needs. For example, she confidently explains how she would work alongside other professionals for those children with special educational needs and/or disabilities. This means that all children have access to an ambitious curriculum that meets their needs.
- The childminder has effective strategies in place to understand what children already know and can do when they start at her setting. This means she is able to plan sequenced learning to build on children's previous knowledge. For example, the childminder explains that to support early literacy and language development she starts with supportive interactions, nursery rhymes and songs.
- The childminder has a secure knowledge of safeguarding issues. She knows where to report to if she has concerns over children's safety and welfare. The childminder attends regular training to support her knowledge, such as 'Prevent' training. She details the signs and symptoms of neglect and poverty and understands her role in managing these effectively.
- The childminder acknowledges the importance of setting consistent behaviour expectations. For example, she explains that she plays games to introduce turn taking to children and uses words, such as 'My turn' to support those children who may need it. She understands that this helps children learn important social skills.
- The childminder is passionate about preparing children for their next stage in learning. She forms strong bonds with the schools that children attend. For example, she liaises with the schools about the letters and sounds programme they use, so that she can support the children with this at her setting. This helps ensure there is consistency for children's learning.
- The childminder recognises the importance of positive parent relationships. She explains that she gives regular updates through verbal feedback and termly reports that detail children's learning and development. The childminder uses parent feedback to improve her own practice. For example, in response to parent feedback, she taught children how to applaud in sign language to reduce noise levels for those children who need lower volume.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
maintain an accurate record of the names of the children being cared for on the premises and their hours of attendance.	05/08/2022

## Setting details

<b>Unique reference number</b>	2554196
<b>Local authority</b>	Reading
<b>Inspection number</b>	10221606
<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>	0 to 0
<b>Total number of places</b>	5
<b>Number of children on roll</b>	0
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. She lives in Reading in Berkshire. The childminder operates from 8am until 6pm Tuesday, Wednesday and Thursday, and from 3pm until 6pm on Monday. The childminder holds qualified teacher status.

## Information about this inspection

### Inspector

Mandy Cooper

### 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.
- Although there were no children in the early age range present at the time of this inspection, there were children present who were over the age of five years.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder.
- The childminder discussed with the inspector about how she will support children's learning and development.

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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