

Childminder report

Inspection date: 13 July 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

Children enjoy spending time with the childminder and follow a curriculum that meets their needs well. Activities are exciting and stimulating for children and promote their curiosity and questioning. In the garden, children play tea shops. They write down their orders and pretend to cook the foods. Children describe the food on the order, for example, 'a juicy, green apple'. They talk fluently, expressing their ideas and sharing their views. The childminder encourages children to listen quietly to see what sounds they can hear. Children talk about the sound of the lorry that collects the rubbish and the beeping noise that it makes. They talk about the birds they can hear singing and describe bugs they can see in the garden. Children are developing a broad vocabulary and are confident and enthusiastic talkers. Those children who are bilingual rapidly develop good speech and communicate in both English and their home language. Children are starting to use their developing mathematical knowledge in their everyday play. They talk about the price of food in their tea shop role play and guess how many legs the toy millipede has.

Children behave well and play together cooperatively. They share items and take turns, showing courtesy and consideration for each other. This makes it a pleasant environment where all children can learn and play happily. Children are confident and show high levels of self-esteem and motivation.

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

- The childminder has a clear focus for her curriculum, and it is relevant to children's ages and stages of development. The curriculum focuses on developing children's readiness for moving on in their learning and boosting their communication and language skills.
- The childminder is aware of the negative impact of the COVID-19 pandemic on children's development. She explains how she has supported children's personal, social and emotional development to help them to increase their confidence and to enjoy new experiences.
- Children are starting to become aware of time and numbers. The childminder generally supports this interest well. However, she does not always build on children's understanding of the language used in time, such as minutes and hours, or provide children with ways that they can measure time.
- Children show their developing awareness of letters and sounds. They ask the childminder how to spell the word 'mushroom' and make plausible attempts at forming the letters. This shows their impressive skills in literacy and their enthusiasm to build on what they know and can do.
- Children are adept at making choices and talking about their wants and desires. However, the childminder understands children find too many choices

overwhelming and this can lead to them finding it difficult to control their emotions. The childminder is finding ways to work with parents to provide children with consistent support to help address this.

- Children learn about the things that they have in common and what makes them unique. The childminder ensures that resources and books reflect the children's diverse backgrounds, which helps to promote children's feelings of inclusion.
- Parents praise the care that the childminder provides. Parents say that they initially felt anxious leaving children but were quickly reassured that their child was well cared for. Parents say that they receive lots of information about children's progress, which helps them to remain informed and supports them to continue their children's progress at home.
- The childminder works successfully with other settings that children attend. They share information about children's next steps in learning, which helps to provide children with good continuity in their learning.
- The childminder is fully aware of the requirements of her childminder registration. For example, she understands about issues of suitability and when she needs to inform Ofsted of significant events. The childminder completes regular training to refresh her good knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates that she keeps children safe in her care. She ensures the environment is safe and secure at all times. The childminder is aware of the signs and symptoms that might indicate a child is at risk of harm. She is aware of wider safeguarding issues. For example, she knows about the damaging effect of domestic abuse on children. The childminder is clear about what action she must take if she has a concern about a child's welfare or there is an allegation about herself. She understands the role of her local safeguarding partners and works with them effectively.

What does the setting need to do to improve?

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

- expand on the curriculum to introduce children to the words used when talking about time, for example hours and minutes, to increase their understanding and build on their interest in time
- continue to find ways to support children to make choices while helping them to understand the expectations and reasons for rules that help them to stay safe and healthy.

Setting details

Unique reference number	EY471200
Local authority	Reading
Inspection number	10245625
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	2 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	3 July 2017

Information about this early years setting

The childminder registered in 2015 and lives in Tilehurst. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides free funded early education for children aged two-, three-, and four-years-old. She holds a recognised childcare qualification at level 3.

Information about this inspection

Inspector

Hayley Marshall-Gowen

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 childminder and has taken that into account in their evaluation.
- The inspector discussed the childminder's intent for the curriculum, observed its implementation during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder. During the inspection the inspector spoke with the childminder and children at suitable times.
- The views of parents were obtained through written feedback.

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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