

# Childminder report

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Inspection date: 14 July 2022

<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 are exceptionally settled and happy. The childminder provides a caring and nurturing environment, building strong emotional bonds with the children. Children feel safe and secure as they demonstrate increasing levels of confidence with new people. They seek comfort and reassurance from the childminder when needed as they are confident their needs will be met.

The childminder recognises the impact the COVID-19 pandemic has had on children's social development, putting measures in place to increase opportunities to widen interactions with others. Examples include joining a toddler group and regularly engaging with another childminder to increase the children's social circle. Children consequently increase their confidence interacting with others.

The childminder plans a wide range of activities that excite and engage the children. For example, the children enjoy stories, such as 'The Gruffalo', 'Little Red Riding Hood' and 'We're Going on a Bear Hunt' while visiting the woods. Children get to experience the stories in a multi-sensory way and build their understanding of context.

The children learn about equality and diversity, celebrating different cultural and religious festivals. Children happily recall how sticky they became when making sweets to celebrate Eid. The childminder considers ways to challenge stereotypes when planning activities. Children become more prepared for life in modern Britain.

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

- The childminder provides a wide range of opportunities for children to develop their gross-motor skills. In addition to providing a challenging outdoor area, the childminder also utilises local parks, woods and fields, supporting the children's physical and emotional well-being.
- The childminder helps children to develop good communication, language and literacy skills. She sings songs and rhymes with the children to support their emerging language skills. The childminder encourages children to recall past events, enabling them to make links with experiences and reinforce new learning.
- The childminder involves the children in planning exciting activities that link to their interests and current focus. For example, children learn about World Earth Day and take part in the Great British Bird Watch. Children learn about sea life, sharing their recently acquired knowledge that starfish have five arms, not legs. Consequently, children build their understanding of the natural world.
- Children's behaviour is good. They demonstrate good manners and a caring attitude towards others. The childminder supports them sensitively to

understand acceptable behaviour and find compromises to conflict. Therefore, children learn how to behave positively.

- Children learn the importance of good hygiene routines. For example, children happily recite a rhyme about washing the 'fronts, backs and in-betweens' as they wash their hands, teaching the children the importance of washing all parts of their hands.
- The childminder helps the children develop their knowledge of healthy eating. For example, children choose from milk or water, and healthy meals and snacks are provided, contributing to children's oral and physical health. However, at times, during daily routines, she does not promote children's independence further. The childminder carries out tasks for children that they could try for themselves, such as cutting their own fruit.
- The childminder follows the children's interests, planning activities accordingly. Children show confidence in expressing their ideas and making choices. However, the childminder does not make the most of opportunities for children to learn through trial and error, stepping in too soon to help.
- The childminder builds effective partnership with parents and other providers to provide a consistent approach to learning. Parents are kept informed of their children's progress and contribute to assessments, enabling parents and the childminder to work together.
- The childminder completes training regularly to enhance her practice and ensure her knowledge and skills are up to date. For instance, after completing recent training about storytelling, the childminder introduced stories where the children dress up as characters. Consequently, children become more involved, creating their own interpretations of characters, and adding to story lines.
- The childminder regularly reflects on her provision to ensure she is continually meeting the needs of the children in her care. She shares ideas with other childminders and seeks the views of parents to evaluate her practice, identifying what is going well and what can be improved upon.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the areas of abuse and how to identify the different signs of abuse. She is aware of her responsibility to keep children safe and report any concerns. The childminder completes regular training to ensure her knowledge about keeping children safe is up to date. This includes being able to identify children who may be at risk of radicalisation or female genital mutilation. The childminder knows the procedures to follow in the event of a concern about children. She completes regular checks to ensure her home is safe for children, which include ensuring the garden area is enclosed with a padlocked gate.

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

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

- encourage children to do more for themselves to increase their independence skills
- encourage children to be confident to problem solve and experiment through trial and error.

## Setting details

<b>Unique reference number</b>	EY273244
<b>Local authority</b>	Reading
<b>Inspection number</b>	10228340
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	29 September 2016

## Information about this early years setting

The childminder registered in 2004. She lives in Tilehurst, Reading. She operates all year round, from 7.30am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder receives funding for the free education of children aged three and four years.

## Information about this inspection

### Inspector

Nina Fortuna

### 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.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation during a craft activity.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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