

# Childminder report

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Inspection date: 18 August 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>Outstanding</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 happy and confident as they enter the childminder's calming home environment. They have extremely positive attitudes towards play and enjoy a wide variety of experiences. For example, children pour water from buckets and giggle with excitement as it splashes on the floor. Children develop knowledge and skills across all areas of learning.

The childminder has consistently high expectations of children's behaviour. She talks with them about recognising their feelings and supports the children to label them. For example, the childminder reminds children to have 'kind hands' and tells them that she understands they may feel 'angry'. Children are developing their emotional literacy.

Children hold thoughtful conversations with the childminder and their friends. They articulate what they know and can do with excellent detail. For example, children describe the imaginary world they have built with blocks and name it 'Colidascopeia'. They have a wide vocabulary to support their future learning.

The childminder offers regular opportunities for children to develop their independence skills. For example, children remove their own clothing when needing to be changed and gather their own bowls and fruit for snack time. Children are beginning to manage their own personal needs.

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

- The childminder understands the importance of forming strong bonds with the children from the start. Her exemplary practice supports new parents to settle their children into her home. For example, parents and children attend regular coffee mornings at the childminder's home in the months before they start. As a result, children build secure attachments with the childminder and they are growing in confidence.
- The childminder's curriculum is well thought out and coherently planned. For example, the childminder recognises that some children are nervous about getting messy. She introduces children to a variety of activities, including painting and playing in the mud kitchen, and encourages them to have a go. As a result, children happily explore all experiences, such as getting messy with gloop, and they are ready for their next stage in learning.
- Children behave extremely well and respond positively to the childminder. For instance, the childminder asks the children to go inside for a snack and suggests they can take a toy from the water tray with them for later. The children quickly choose a toy and move inside happily. Children have consistently high levels of respect for others. For example, they work together taking turns to fill up the

water tray with the hosepipe.

- The childminder is passionate about her own professional development, which ensures that her knowledge consistently builds over time. For example, she attended specific training to support children with their emotional security. As a result, she has adapted her practice to ensure that she 'sees through the eye of the child' to support them when needed. Children are building their confidence through sensitive interactions.
- The childminder is an advocate for networking with local childminders. She regularly meets with others to discuss best practices and ideas. The network shares resources and children benefit from new experiences regularly. The childminder liaises with the local authority and knows how to seek support for early intervention if children may need this. This helps to ensure that all children, especially those with special educational needs and/or disabilities, make good progress.
- Parents describe the childminder as nurturing and attentive. They appreciate the regular updates on their children's development. The childminder gives daily verbal handovers and detailed summaries in communication books. Parents enjoy sharing their children's achievements through the 'wow' cards they receive. This supports children's home learning. Parents say that the settling-in procedures are 'worth their weight in gold' and help them to feel at ease from the beginning.
- The childminder knows the children and their families well and gains an in-depth understanding of them through a detailed 'All about me book' when they start. The childminder uses this to support children's individual needs. For example, she supports babies with strategies parents are using at home, such as baby-led weaning. However, the childminder does not consistently promote children's understanding of people, families and communities beyond their own.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her knowledge of safeguarding issues up to date. She knows how to spot the signs and symptoms of issues such as neglect and knows how to respond if she observes bruising on immobile babies. The childminder understands the process for reporting if she has concerns about children's welfare. She carries out robust risk assessments for outings and regularly talks with the children about how to keep themselves safe. For example, she reminds children to ask before they let go of the buggy so that she can explain to them if it is safe or not to do so.

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

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

- extend opportunities that give children a rich set of experiences that promote their knowledge and understanding of people and families beyond their own.

## Setting details

<b>Unique reference number</b>	EY447121
<b>Local authority</b>	Reading
<b>Inspection number</b>	10228667
<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>	1 to 7
<b>Total number of places</b>	8
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	20 October 2016

## Information about this early years setting

The childminder registered in 2012 and lives in Reading, Berkshire. She operates all year round from 8am to 6pm, Monday to Thursday. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Mandy Cooper

### 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 setting.
- Children told the inspector about their friends and what they like to do when they are at the childminder's setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of group activities with the childminder.
- The childminder and the inspector had a learning walk together and discussed the early years curriculum.

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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