

Childminder report

Inspection date: 24 August 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are emotionally secure and happy. They are confident to welcome visitors to the home and eager to show what they like to do. As soon as they arrive, children are keen to start exploring the resources and become inquisitive learners. They benefit from the stimulating learning environment, which has been carefully considered by the childminder to cover all areas of learning.

Children are learning to be good citizens as a result of the childminder's high expectations for good behaviour. The childminder establishes clear and consistent boundaries and manages minor disputes quickly and gently. For example, a small argument over a toy is handled well by the childminder talking to the children about sharing and using a timer to help them take turns. Children's health is supported well by the childminder who also teaches them about how to stay safe going up the stairs and crossing roads.

The childminder finds out about children's interests and preferences to provide activities and routines that they enjoy. She knows the children well. Children are introduced to a colour, letter, number and book of the week. They learn the story, turn the pages of the book and eagerly explain what happens next. Children are confident communicators.

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

- The childminder has worked hard to make improvements and successfully address the actions raised at her last inspection. She has attended training, gained in confidence and developed a comprehensive understanding of all aspects of child protection, to safeguard the children in her care.
- The childminder acts as a good role model to children and promotes British values well. She has a strong focus on promoting good manners. Children know to say 'please' when they want more snack and 'thank you' afterwards. They politely say 'thank you for my lovely food' when they have finished eating.
- Children are also strongly encouraged to be independent from a young age. For example, they help to tidy up so that they have room to play games and push their chairs under the table after they have finished eating. Children go to the bathroom on their own after eating, to rinse their mouth with water, which reinforces good dental care.
- Children are exposed to a language-rich environment. The childminder narrates what she is doing and gently reinforces the correct pronunciation of words when children cannot quite sound out some initial letter sounds correctly. At times, however, the childminder does not use the phonetic sounds that letters make, to support children's knowledge of sounds and phonics, in preparation for what will be taught in school.

- The childminder has secure relationships with parents. She consistently informs parents about their children's learning and how they can support their children at home. Parents offer high praise for the childminder. They comment positively on the wealth of information they receive and that the childminder does everything in her power to meet their children's needs. Parents report that they know their children are safe, having fun and are well cared for and this gives them great peace of mind.
- Children have good opportunities to play outside and benefit from the fresh air. The childminder takes children on outings to local parks and they play in the communal gardens. Children enjoy running around and playing games in the garden. The childminder shows them how to tap sticks together to make a beat when singing to songs. However, the childminder does not always make the most of these outdoor opportunities to help children learn more about the natural world.
- The childminder offers children a good range of stimulating activities, which are accurately linked to their interests and stage of development. She uses information from regular observations to ensure that children are suitably challenged. As a result, children are making good progress in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe from harm and has a secure understanding of all aspects of safeguarding. She knows how to recognise different signs and symptoms of abuse and understands her responsibility to report any concerns, including any allegations, promptly. The childminder confidently explains how the impact of her safeguarding training has extended her awareness of wider safeguarding issues, such as county lines. The childminder keeps her home clean and free from hazards and supervises the children well. Her risk assessments on outings are robust.

What does the setting need to do to improve?

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

- provide a consistent approach to the teaching of phonics to strengthen children's recognition of letters and the different sounds they represent
- make the most of teaching opportunities that arise when children are outdoors to support children's learning about the natural world.

Setting details

Unique reference number	EY559915
Local authority	Reading
Inspection number	10231619
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	24 February 2022

Information about this early years setting

The childminder registered in 2018. She lives in Reading, Berkshire. The childminder operates all year round, from 7am to 6pm, Monday to Thursday. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicky Hill

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- 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 quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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