

# Childminder report

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Inspection date:

12 September 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 develop strong bonds with the childminder from the outset. For example, she responds swiftly to signs from the youngest children that they are hungry or tired. Children settle to sleep well, following the same routines they have at home. The childminder teaches children about consent from a young age, for example by asking if it is acceptable to change their nappy and respecting their response. This helps to give children some awareness of keeping themselves safe.

Children develop very good physical skills. Older children manage their self-care routines independently, such as learning to use the toilet. They also demonstrate secure small-muscle control during activities, such as holding paintbrushes with a controlled grasp. Children benefit from the childminder's understanding of how to provide challenge. She encourages them to make circles and zig-zags with the paintbrush, to extend their skills further.

Children are happy learners with positive attitudes. They enjoy exploring the stimulating environment that the childminder provides for them. Older children excitedly engage in imaginary play pretending to be hairdressers. Younger children develop their hand-to-eye coordination, learning to bang two small items together. Older children, who attend after school, say 'I like it at Jo's. We make lots of friends there'.

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

- The childminder recognises the impact of COVID-19 on children's developing social skills. She focuses the curriculum on helping children gain the confidence to mix with others. For example, they frequently take part in activities, such as music and play groups in the local community. This is helping children to feel comfortable in a larger group and with people they are less familiar with.
- The childminder supports children who speak English as an additional language well. She demonstrates this by liaising with parents to discover key words that she can use to help her understand children's wants and needs. The childminder also provides a good role model in her own communication. Children who speak English as an additional language are making good progress. They use simple words and phrases confidently when interacting with others.
- The childminder knows the children in her care well and focuses the curriculum on their next steps in learning. However, at times, her attention is drawn to the oldest children. This means that the younger children do not consistently benefit from her high-quality teaching and they have less sustained opportunities to practise the skills that they are learning.
- The childminder supports children's good behaviour in an age-appropriate manner. For example, when children learn to share resources, she has clear

expectations, and explains them in a simple way. This is helping children to understand rules and boundaries.

- Children demonstrate secure independence skills. They wipe their nose without prompting, and listen to precise instructions to teach them the skills they need to put their shoes on. They show perseverance and resilience as they adjust the 'tongue' and 'strap' on their shoes so that they can put them on by themselves.
- The childminder works with parents effectively to develop children's speech. For instance, she explains to parents the benefits of reducing the use of a dummy and supports them to implement this. She then provides engaging narratives for children's play, repeating phrases they say with clear pronunciation. This is helping to develop children's language well.
- The childminder is keen to develop her practice. She particularly enjoys regular opportunities to network with other local childminders. This is helping her reflect on how she plans and implements the curriculum.
- The childminder understands how to build on support from professionals. For instance, she talks to parents about advice they are given and then regularly shares strategies she can implement to support children. This has been particularly effective in helping her to support older children to manage their feelings and emotions.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to minimise risks in her home to ensure it is safe for children. For example, she checks for hazards in the environment each day and considers risks associated with the family pet effectively. The childminder follows robust procedures to keep children safe on outings, such as making sure she takes emergency contact details with her and ensuring equipment is safe and ready to use if travelling by car. She is familiar with local safeguarding partnership procedures should she need to refer a concern about children's welfare or in the event of an allegation.

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

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

- strengthen spontaneous evaluation of own practice to help all children, particularly the youngest, to benefit from equally high-quality interactions.

## Setting details

<b>Unique reference number</b>	EY392946
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10228493
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	9 November 2016

## Information about this early years setting

The childminder registered in 2009 and lives in Thatcham, Berkshire. She operates her service from 7.30am to 5.30pm Monday to Friday throughout the year. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Lisa Dailey

### 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.
- The inspector talked to the childminder about how she organises the curriculum.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the written views of parents.

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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