

# Childminder report

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Inspection date:

21 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 are happy and eagerly explore the activities at the childminder's home. They benefit from secure and sensitive relationships with the childminder, and those who are new settle very quickly in her care. The childminder supports children's emotional security well. Children have strong foundations for future learning.

Children's communication and language skills are good. They talk back and forth with their friends and the childminder in this language-rich environment. For example, they discuss how it is a 'little bit chilly' outside in the garden. Children have a wide range of vocabulary and can articulate what they know and can do.

Children show high levels of confidence in social situations. For example, babies babble, smile and laugh as they join in with others to build towers. Older children are very responsive to younger children; they give babies cuddles and play peekaboo together. Children are developing respect for others.

Children enjoy regular opportunities to practise their physical skills. For example, they delight in filling up toy trucks and pulling them along in the garden. When they struggle, the childminder encourages them to keep trying hard. Children's physical development and resilience are strong.

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

- The childminder is passionate about attending regular training to improve her knowledge and teaching. For example, she attends drop-in sessions that focus on specific areas of learning, such as phonics, to support her teaching and the children's individual development. The childminder's practice builds over time, and children benefit from focused learning opportunities.
- Children's independence skills are strong. For example, children choose to build a train track, and they work hard to connect it for themselves. Children navigate the activities on offer and gain knowledge and skills across all areas of learning. Children are also increasingly independent in managing their hygiene. For example, they confidently ask for a tissue and blow their nose for themselves. Children are learning skills they need to become independent in their own needs.
- Children have a strong sense of self. They confidently share their thoughts and ideas with others. For example, children explain how they like ice creams, stories and playing peekaboo with the childminder. They are beginning to gain a good understanding of what makes them unique.
- The childminder understands how children learn. For example, she enthusiastically shares stories with the children, and children excitedly talk about the topping they like on pizzas. Children are beginning to link their home

experiences to learning. However, at times, this does not form part of the childminder's curriculum. For example, the children enjoy exploring an activity about brushing teeth. However, the childminder repeatedly tells them to not put the brushes into their mouths. Therefore, at times, the curriculum intent does not build on from what children already know.

- The childminder recognises the importance of daily exercise to support children's development. Children have a wide variety of opportunities to practise their physical skills. For example, they smile with joy as they pedal on bicycles in the garden. Children's large motor movements are well developed.
- The childminder recognises the importance of setting behaviour expectations for children. For example, she asks them to help her to tidy the toys when they have finished. However, sometimes, children struggle to take turns, and strategies for managing this are not fully effective. Children are not always aware of right and wrong.
- The childminder has caring parent partnerships. Parents appreciate her friendly and approachable manner. They like the variety of outings the children attend, such as to local fetes. They say they receive daily detailed verbal feedback about their children's learning. Parents use this information to support their children's next steps at home. For example, they discuss strategies for potty training to use at home to ensure consistency for children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to spot signs and symptoms of safeguarding issues. For example, she explains how to report and issue if she is concerned about a child being at risk of abuse. The childminder understands how to report any potential allegations about her practice. She regularly attends training to keep her knowledge up to date. The childminder carries out thorough risk assessments of all areas of her provision. For example, on outings she plans ahead to avoid main roads. This minimises the risk of harm to children.

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

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

- strengthen ways in which behaviour expectations are applied to ensure children develop a sense of right and wrong
- further improve the curriculum intent to build on what children already know and can do, taking into account their experiences at home.

## Setting details

<b>Unique reference number</b>	EY458526
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10228775
<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 9
<b>Total number of places</b>	10
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	8 December 2016

## Information about this early years setting

The childminder registered in 2012. She lives in Thatcham, Berkshire. She provides care for children Monday to Friday, between 7.30am and 6pm, all year round. She provides funded 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 provider and has taken that into account in their evaluation of the provider.
- Children told the inspector about their friends and what they like to do when they are at the childminder's home.
- 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 inspector spoke to parents during the inspection and took account of their views.
- The inspector carried out joint observations with the childminder on group activities.

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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