

# Childminder report

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Inspection date: 26 October 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 settled in the childminder's welcoming home. They greet the childminder with big smiles when they arrive and quickly settle to play with their favourite toys. They are confident to make choices about what to do. For example, children carefully choose resources from the large toy cupboard and ask the childminder for help to find specific items.

Children benefit from being cared for by a childminder who has high expectations for their behaviour. The childminder is clear, calm and encouraging as she helps children to comply with the simple house rules. Children new to the setting remember that they must take off their shoes and where to keep their coats and bags. The childminder offers lots of encouragement and help as children learn to share and take turns. This good practice helps children learn about acceptable behaviour.

Children make good progress. This is because the childminder knows them well, identifies what they need to learn next and delivers effective teaching. She plans a curriculum with a strong emphasis on children's communication, personal and physical development. Children hear lots of new and relevant words. The childminder encourages and supports them to take part in back-and-forth conversations, to make friends and to become more confident in different social situations.

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

- The childminder supports children's language development well. She understands that children need to know, and be confident using, lots of words in order to get the most out of other learning opportunities. She talks clearly to children about what they are doing and encourages them to try out new words and sounds. She reads and sings with children regularly. Children are developing well into confident communicators.
- Children show they can remember what they learn. They remember how to put the lids on pens and how to use toys to play imaginatively. They enjoy making pretend food for each other, the childminder and dolls.
- The childminder completes the required two year progress checks. However, she does not always complete or share them with parents in the most timely manner. This means that conversations about how to support children further do not always happen as quickly as they could.
- The childminder accurately evaluates what children need to learn next. As well as planning longer term, she observes children continuously, noting what they can and cannot do. For example, she recognises that some children need more help to use scissors and explains the activities she will plan to help them develop

the muscle control for this. This attention to detail means that activities and resources are tailored to children's specific learning needs.

- Children have a positive attitude towards learning and want to take part in the experiences on offer. For example, they are very happy to join the childminder to make autumn-themed pictures. They are equally keen to go outside and practise using wheeled toys and other resources.
- The warm relationships between children and the childminder are clear. The childminder wants all children to feel welcome. She learns words in children's home languages and uses these to welcome them into her home. She offers lots of smiles and cuddles throughout the day. Children show good levels of emotional well-being.
- Parents appreciate the support the childminder offers. They find her advice very useful when tackling developmental stages such as toilet training. The childminder collects book bags from the library and shares these with parents, alongside leaflets that offer advice about the benefits for children of regular story times. This all helps parents to continue children's learning at home.
- Several children also attend a nursery. When this nursery is local, the childminder builds partnerships with staff there. However, the childminder has not yet extended these partnerships to nurseries further afield so that all children benefit from strong collaborative working.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her home is safe and secure, and supervises children closely at all times. She has a thorough understanding of safeguarding issues and attends regular training to keep her safeguarding knowledge updated. She ensures that her assistant does the same. The childminder is able to recognise the signs that could indicate a child is at risk of harm. She knows how to share any concerns, and the importance of doing so promptly to keep children safe.

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

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

- sharpen how the progress checks for children aged between two and three years old are completed and shared with parents, to ensure that parents receive an accurate picture of their children's progress in a timely manner
- strengthen procedures for sharing information with staff at other settings children also attend.

## Setting details

<b>Unique reference number</b>	EY392309
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10228491
<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>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	6 February 2017

## Information about this early years setting

The childminder registered in 2009. She lives on the outskirts of Newbury in Berkshire. She offers care from Monday to Friday, throughout the year. The childminder occasionally works with a registered assistant.

## Information about this inspection

### Inspector

Sarah Holley

### 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 her evaluation of the provider.
- The childminder spoke with the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took these into account.
- 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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