

Childminder report

Inspection date:

7 December 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children in the care of this childminder are very happy. They arrive full of enthusiasm to start their day of play and learning. They happily say 'hello' to the childminder and wave goodbye to their parents at the door. This shows that they feel happy and safe. Children begin their day by choosing which toys they would like to play with and quickly settle down to play with the childminder. They enjoy telling the childminder what they are looking forward to doing that day and also what they have enjoyed on previous days. This helps to develop their recall of memories and experiences. They learn through many meaningful interactions with the childminder as they play. The childminder is clear about what she wants children to learn and has high expectations for their learning and development. All children are making good progress within the curriculum.

Children are very well behaved. They listen to the childminder as she supports them in learning how to assess risk. For example, they discuss how it is not safe to climb on chairs instead of sitting on them. Children are encouraged to be independent. For example, they pour their own drinks, peel their own fruit and dress themselves. They are learning how to become self-sufficient. This helps to prepare them in readiness for starting school.

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

- The childminder provides an effective and broad curriculum. For example, she gets to know each child so that she can build on what they know and can do. The childminder tailors the curriculum to suit their individual development. She identifies any gaps in children's development and learning and puts plans in place to close them rapidly. Children are making good progress in all areas of their learning and development.
- Children access opportunities to take part in activities outside the childminder's home. For example, the childminder plans weekly trips to local toddler groups, where children can take part in a wide variety of activities and experiences. These experiences help children to understand the world around them and the community in which they live.
- Children have good opportunities to develop their literacy skills. For example, they enjoy snuggling up with the childminder and enjoy listening to familiar stories. The childminder encourages parents to read with their children at home and has created a lending library to provide continuity in their learning. This supports children in developing a love of literacy and promotes their imaginative skills.
- The childminder provides opportunities for children to learn about the world around them and the people in it. For example, they recently explored the story of Diwali and enjoyed celebrating together. Children are learning about

similarities and differences between themselves and others.

- Children are encouraged to understand how they are feeling and name emotions and feelings. For example, the childminder talks to children about how they are feeling, helping them to name their emotions, such as 'happy' or 'sad'. Children are beginning to understand how to express their feelings and the context behind the words used to express themselves.
- The childminder listens intently to what the children have to say. Children can choose what they would like to do and where they would like to do it. For example, children ask to play in the garden. Children are learning to voice their wants and needs. The childminder listens to them, which, in turn, supports the children to feel valued.
- The childminder continuously reflects on her practice and provision. For example, she is taking part in training with the local authority on speech and language. She also networks with another childminder to share ideas and practice, as well as planning trips and play dates together. This supports her to provide a stimulating learning environment that promotes children's care and education. In addition, this provides her with professional support and collaboration.
- Parents are happy with the progress their children are making and the activities provided. They receive updates on their child's learning which they greatly appreciate. However, occasionally, the childminder does not share enough information with parents about supporting their child's learning at home. This means that parents do not have a clear understanding of how they can fully support their child's next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She has knowledge on a variety of topics, such as radicalisation, domestic violence and child exploitation. She stays up to date with knowledge in the local area, for example the rise of concerns locally regarding county lines. She knows the procedure for contacting the local authority if she has any concerns about children's safety. The childminder's home is safe and secure. For example, there is a secure gate at the end of the garden, the front door has a child lock and visitors need to sign in. No mobile phones can be used when children are present.

What does the setting need to do to improve?

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

- consider ways to further include parents in their child's learning to support development.

Setting details

Unique reference number	117025
Local authority	Reading
Inspection number	10234093
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 March 2017

Information about this early years setting

The childminder registered in 1999. She lives in Reading, Berkshire. The childminder works weekdays throughout most of the year. She provides care between the hours of 9am and 5pm. The childminder receives funding for the provision of free early education to children aged three years. She holds a level 3 qualification.

Information about this inspection

Inspector
Nicole Odell

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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