

Childminder report

Inspection date:

9 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Fun and laughter permeate this childminder's home. Children are welcomed by the childminder and her assistants, who are warm and caring in their approach. Children are excited to meet their friends and play with things that they choose. They eagerly try on different sunglasses and enjoy showing each other and adults. Children delight in joining in with their favourite rhyme, such as 'row row row your boat', and adults extend their interest by adding different verses. Children demonstrate their growing independence. They put on their own shoes and place their lunch bowls in the sink. However, at times, adults do things for children that they can do for themselves.

The childminder and her assistants promote children's speaking and listening skills. Children settle quickly when it is circle time. Adults support children to recall previous learning and children proudly share their knowledge of the emergency services. They encourage children to love books, settling down with them when they come to them with their favourite stories. Children receive support with their developing mathematical skills. For example, the childminder and assistants encourage children to count together when playing 'hide and seek'. Children excitedly jump up and down to be 'the counter'. However, adults do not always match activities precisely enough to what children need to learn next, to help them to make the best possible progress.

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

- Children of different ages, in the main, play well together. Where children need additional support, they are encouraged to join in with activities that interest them. For example, younger children remained interested and engaged when exploring the play dough. However, at times, the childminder and her assistants do not support younger children to be as focussed as they could be, and this impacts on their behaviour.
- The childminder has invested in developing the outdoor environment and purchasing additional toys, using funding to support specific children's interests. Children enjoy exploring the water wall outside, pouring and filling different containers and making cupcakes in the mud kitchen together.
- Parents are positive about the childminder and her assistants. They state that their children have made progress, such as in their toilet training, counting and learning English. They say that they feel supported as parents and are given ideas to help their children's learning at home.
- The childminder and her assistants work well together. They have positive relationships with each other and the children. They talk about the support that they receive, and the opportunities they have for further training to develop their knowledge and skills. However, this is not yet fully embedded to ensure

those children with SEND and the youngest children are supported in the most appropriate way.

- Children know the rules and routines of the setting. The childminder and her assistants remind them what they are going to do next and encourage them to help tidy up by making it into a game. They encourage younger children to join in by saying that the 'books are hiding', and children are keen to go and find them.
- The childminder encourages children to keep themselves safe. For example, children stopped immediately when the fire alarm was tested. Children are supported to keep themselves healthy. For example, the childminder and her assistants talk to them about brushing their teeth when exploring a dentist toy, and they sing, 'brush brush your teeth' together.
- The childminder and her assistants show that they are interested in children. They play with them and join in with children's favourite games. For example, they all excitedly join in with a game where they have to make a den together. They all work together to use the cushions to build a 'safe zone'. Adults celebrate children's achievements. For example, they high five children and clap all together when children show them what they have done.
- The childminder is reflective of the journey that she has been on. She has further plans for the future and she talks highly of her assistants. She has invested funding to support individual children, such as developing the outdoor space and purchasing games. However these plans are not yet fully embedded to provide children with a more challenging range of activities.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. The childminder and her assistants can explain what they would do if they were concerned about a child or a colleague. They know what they would do if an allegation was made against them. They understand who they would go to for advice and support. Adults can explain where they would find out information. Policies and procedures are robust. The childminder can confidently explain her recruitment and vetting procedures, and how she ensures the ongoing suitability of her assistants. Daily risk assessments are undertaken to ensure the environment is free from risks and hazards. The childminder ensures that sleeping children are regularly checked.

What does the setting need to do to improve?

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

- provide children with more consistent support to help to develop independence skills and complete simple tasks for themselves
- ensure training and continuing professional development opportunities are

tailored precisely to ensure adults understand how to support children with SEND and the youngest children in the best possible way.

- strengthen information sharing to ensure all adults know how to match children's next steps to opportunities and activities provided.

Setting details

Unique reference number	2526282
Local authority	Reading
Inspection number	10250246
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	1 to 9
Total number of places	9
Number of children on roll	15
Date of previous inspection	14 July 2022

Information about this early years setting

The childminder registered in 2019. She lives in Reading, Berkshire. The childminder provides care Monday to Friday, between 7.30am and 6.30pm, except for family holidays and bank holidays. She employs two assistants. The childminder receives early education funding for three- and four-year-old children.

Information about this inspection

Inspector

Victoria Salisbury

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between staff/the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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