

Childminder report

Inspection date: 19 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 enter a familiar and friendly home. The childminder greets children with a warm welcome. Children confidently move into one of three rooms. They are quick to settle and engage in play. The childminder is quick to calm unsettled children. Children respond to this well and feel comfortable in the childminder's company. The childminder encourages children to choose from a range of resources. She remains vigilant when children move out of her view. The childminder ensures all children are safe and secure. Children are well behaved and respond to instruction. The childminder is quick to address any challenging behaviour that does not meet her expectations. She reminds children of her expectations, such as not throwing food.

Children play well alongside each other. The childminder has a clear focus on children's socialisation, communication and language. She identifies these as an area where children need support following the impact of the COVID-19 pandemic. The childminder supports socialisation by attending toddler groups with other childminders and their children. This enables children to have more interaction with a larger number of children. The childminder supports communication and language by continuously talking to children and asking questions. She also identifies the need to build on children's small-muscle skills. Children are encouraged to take part in activities to support this, including sticking coloured pieces of paper on a Chinese New Year lantern.

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

- The childminder provides children with a wide range of age-appropriate resources. She establishes starting points from an 'all about me' form she asks parents to complete. The childminder uses this alongside children's interests to plan the environment. For example, she offers wooden puzzles to encourage small-muscle skills. However, at times, there are too many resources on offer, which leads to the environment being overwhelming for children.
- The childminder encourages the development of areas of learning for each child. She works closely with the local pre-school and primary school to ensure children are ready for school. Children enjoy preparing their own lunch, and all ages and abilities are included. This encourages their sense of pride and independence. However, children are not consistently reminded to follow good hygiene procedures, such as washing hands before snack time.
- The childminder has a very secure relationship with the children and their families. She offers a flexible settling-in procedure and works with parents to ensure a smooth transition for all children. Children who are new to the setting are settled in the presence of the childminder. They are quick to approach the childminder for comfort to calm them, promoting self-esteem and well-being.

The childminder supports the children in her care with their personal, social and emotional development. This support is extended to parents and carers where necessary.

- The childminder ensures that her training is kept up to date. She has access to online training courses and attends face-to-face training when needed. The childminder identifies areas for continued personal development and seeks training for this, such as training linked to special educational needs and/or disabilities, specifically autism awareness. She seeks advice and guidance from fellow childminders at the toddler group she attends weekly. This helps her to improve her skills, continually improve the provision, and provide high-quality care for all children.
- Parents are keen to share their feedback about the childminder. They comment that she has been instrumental in children's development. Parents state that the childminder has helped children become independent. They claim that she ensures the transition to pre-school is smooth. Parents comment how children are happy, eat and sleep well and never want to go home. The childminder provides regular feedback to parents at drop off and pick up. She also completes a daily record sheet to give to parents, which includes details about nappy changes and what they ate at lunchtime.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection. She can confidently identify signs of physical abuse, radicalisation and female genital mutilation. The childminder has secure knowledge of the process involved to report concerns about a child or an adult. She has a safeguarding policy that lists the contact details of those to contact for advice. The childminder demonstrates a secure knowledge of where to obtain further help and assistance if needed. She continues to strive to ensure that children are constantly in a safe and secure environment.

What does the setting need to do to improve?

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

- provide more consistent opportunities for children to develop independence in their personal care
- review the number of resources offered to children so they are not overwhelmed by the choice.

Setting details

Unique reference number	EY451123
Local authority	West Berkshire
Inspection number	10228711
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 8
Total number of places	10
Number of children on roll	10
Date of previous inspection	8 February 2017

Information about this early years setting

The childminder registered in 2012. She lives in Bradfield Southend, near Reading, Berkshire. She operates her service from 7.45am to 6pm, Monday to Friday, all year round. The childminder holds a childcare qualification at level 3. The childminder is eligible for funding for children aged two, three and four years. No children in receipt of funding were present at the time of inspection.

Information about this inspection

Inspector

Lynne Murray

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.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the interactions between 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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