

Childminder report

Inspection date: 28 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have established close relationships with the kind and caring childminder. They eagerly explore their surroundings, are happy, confident and show high levels of emotional well-being. Their behaviour is good, and they demonstrate a positive attitude to learning. The childminder sets clear boundaries and uses positive strategies to guide children's understanding of rules and boundaries. For example, she provides resources such as sand timers to encourage children to share and take turns.

Children's communication and language development is supported successfully. They listen with interest as the childminder reads familiar stories. She skilfully repeats back what children say and models the correct pronunciation of words. Children are confident communicators and readily engage in conversations during routines and activities. For instance, they talk with enthusiasm about the characters in the book and confidently act out and retell the story. During these activities, children show a good comprehension as they use words such as 'trip' and 'trap' to describe the sounds that the goats make as they walk over the bridge.

Children of all ages make good progress from their starting points. They complete age-appropriate tasks independently, engage in interesting conversations with adults and have a good understanding of mathematical concepts. For instance, during play, they use positional language such as 'over' and 'under'.

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

- Overall, the childminder demonstrates a good understanding of how children learn and develop. When children start attending she gathers information from parents to find out what children already know and can do. She uses this information to plan for their next steps. Regular assessments help her to quickly identify emerging gaps in children's knowledge and skills. This enables her to provide targeted support to help them to catch up.
- The childminder provides a good range of resources to enable children to make independent choices. However, during adult-led activities, she does not always consider the individual age and learning needs of all children. As a result, she does not consistently adapt the activity and teaching accordingly. This leads to them quickly losing interest, and the learning opportunities are disrupted.
- The childminder interacts and communicates well with children. During activities, she uses skilful questioning to help her to identify what they know. For example, she asks children if they know what animal hooves are and explains that these are what the feet of some animals are called.
- Partnerships with parents are good, and the childminder communicates effectively with them. For example, she ensures that they are fully aware of the

activities that children have enjoyed and the progress they make. Parents comment positively about the childminder. For instance, they express how the activities offered by the childminder are fun, engaging and educational. They comment that their children enjoy attending the setting and have made good progress in their development.

- Overall, the childminder supports children to understand the importance of leading a healthy lifestyle. Children benefit from lots of opportunities to be physically active. For instance, they spend lots of time outdoors in the garden and regularly visit local parks. When children start attending, the childminder provides parents with information on healthy foods. However, she does not fully develop children's understanding of how a healthy diet helps to promote their health, growth and development.
- Children have plenty of rich opportunities to explore the outdoors. The childminder organises regular trips to enable children to meet people within their wider world. For example, children benefit from regular visits to the local library, parks and children's centre. These experiences help to extend their knowledge and understanding of the diverse lives and backgrounds of people within their community.
- The childminder is committed to her ongoing professional development. She regularly evaluates her practice to identify areas for improvement. Since the last inspection, she has continued to complete online courses to help develop her knowledge and skills. This has helped her to develop her teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly completes training to ensure she has a good understanding of how to keep children safe. She is confident in her ability to spot the signs and symptoms of abuse. The childminder can explain the process she would follow if she had any concerns about a child's welfare. She knows where she can access further support and advice when needed. This ensures the childminder has support in place to help her. The childminder conducts risk assessments when going on outings. This ensures that risks are minimised when away from the setting.

What does the setting need to do to improve?

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

- improve teaching during adult-led activities to ensure the individual needs of all children are met
- extend opportunities for children to develop an understanding of the benefits of making healthy food choices as part of a healthy lifestyle.

Setting details

Unique reference number	EY375218
Local authority	Reading
Inspection number	10264187
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 June 2017

Information about this early years setting

The childminder registered in 2008. She lives in Caversham Park, Reading, Berkshire. The childminder works Monday to Thursday, from 8am to 5pm.

Information about this inspection

Inspector

Ingrid Howell

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 childminder and has taken that into account in her evaluation of the provider.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector sampled a range of documentation, including her paediatric first-aid certificate.
- The inspector took account of the views of parents through written feedback provided.

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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