

Childminder report

Inspection date: 24 April 2023

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| 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 are happy at the caring and nurturing childminder's home. They enjoy exploring the activities on offer. For instance, babies share big smiles with the childminder as they explore shakers and balls together. The childminder skilfully engages them with good eye contact as they babble back and forth. Children feel safe and secure in her care.

The childminder has high expectations of children's behaviour. She confidently describes how she encourages older children to tidy toys away when they have finished with them. This teaches children how to respect their belongings. The childminder demonstrates how she supports children to learn good manners. For example, she repeats words such as 'please' and 'thank you' when she speaks to babies.

The childminder prioritises children's personal, social and emotional development. She has close bonds with new children who have recently started with her. For example, babies giggle with glee as the childminder tickles them. She takes the time to tune into children's individual vocal cues and body language to help her to understand their needs. This helps her to respond quickly and meet their needs consistently.

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

- The childminder uses observations of children along with parent feedback to meet children's individual needs. For example, she quickly comforts babies who start to become upset. This helps to build trusting relationships between them. However, sometimes, the curriculum is not sequenced in a way that builds on what children already know and can do. At times, this means that learning is incidental rather than planned.
- The childminder is keen to promote a language-rich environment for children. She constantly repeats phrases and talks to children throughout the day to support them to learn new words. For instance, the childminder repeats words such as 'ball' to babies, and they smile with joy as they babble back. This helps children to widen their vocabulary in later learning.
- The childminder supports children's imagination and love of reading well. For example, babies sit on her lap engrossed in a picture book. They smile and grab the pages as she points to the pictures. In addition, the childminder explains how she encourages older children to use their ideas in play. For instance, she asks them to add narrative to their play, such as telling stories with building blocks. This helps children to develop the early literacy skills they need. However, the childminder provides fewer opportunities for younger children to fully develop their sensory skills and explore a variety of textures and materials.

- Children develop their physical skills well. They learn to coordinate their movements as they play with resources. Babies have regular 'tummy time' to help develop their core muscle strength and encourage them to crawl. Older children develop their large muscles as they use diggers to dig up large stones in the childminder's garden. This helps children to develop the physical skills they need for later learning.
- The childminder is passionate about improving her teaching over time. She uses training and networking with other childminders to help her to reflect on her practice. For example, recent training has improved the childminder's knowledge of how to support children's early literacy skills. She explains how they now talk about road signs and car number plates when walking in the community. This helps to develop their understanding of letters and the sounds they represent.
- The childminder builds positive parent partnerships. Parents adore the daily verbal feedback they receive about children's learning and development. For example, parents say that the childminder is always sharing new words that children have been learning while in her care. Parents appreciate the childminder's reassuring nature throughout the settling-in process for new children. They say that children settle quickly in her care, and they share close bonds.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her knowledge of safeguarding issues up to date. She knows how to spot signs and symptoms of children who may be at risk of harm. For example, she knows how to recognise the signs if a child or their family are at risk of radicalisation. The childminder knows the procedure she must follow should an allegation be made against herself or a household member. She carries out thorough risk assessments for her home and outings. For instance, she ensures that toys with smaller objects are supervised at all times to avoid the risk of choking. This minimises the risk to children.

What does the setting need to do to improve?

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

- plan and sequence activities that are sharply focused on what the children need to learn next
- provide more opportunities for children to develop their sensory skills and explore a variety of textures and materials.

Setting details

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| Unique reference number | EY475284 |
| Local authority | West Berkshire |
| Inspection number | 10276560 |
| 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 | 0 to 3 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 20 July 2017 |

Information about this early years setting

The childminder registered in 2014. She lives in Thatcham, Berkshire. She operates her service on Monday to Friday, from 7am to 6pm, for 48 weeks a year.

Information about this inspection

Inspector

Mandy Cooper

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 their evaluation of the childminder.
- 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.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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