

# Childminder report

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Inspection date: 26 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 love to explore and learn in the childminder's purpose-built log cabin. They get excited when the childminder and her assistant join in their games, such as when they pretend to be flying aeroplanes and making 'whoosh' sounds around the garden. The childminder and assistant are responsive to children's individual care needs. They promote positive relationships and help children develop firm friendships. Children proudly talk about the games they play together and learn that being cooperative benefits them.

Children thoroughly enjoy being active in the fresh air. For instance, they climb, run and jump, showing good stamina and control. Children rest after running around and notice they are sweaty. The childminder explains the effect of physical exercise on their bodies. They are reminded to drink water to replace the 'water' they have lost. This helps children understand how to maintain a healthy lifestyle.

The childminder and her assistant have high expectations for children. They encourage children to be independent through daily routines. For example, children place their belongings on their named pegs when they arrive. Children know the good behaviours expected of them, including walking when inside. This shows that children learn to manage their own safety.

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

- The experienced childminder creates a well-sequenced and stimulating curriculum based on children's interests. She provides children with a wide range of activities and experiences, indoors and outdoors, to support their learning across all areas. For instance, children love to explore the properties of water, opening and closing barriers on tiered water trays to allow water through. Children add toy cars, and remain focused as they watch what happens next. They learn to use words, such as 'full' and 'empty'. They are making good progress from their initial starting points.
- Children's problem-solving skills are promoted well. The childminder encourages them to consider ways to solve problems they face as they learn. For example, children need water from the outdoor tap situated beyond their reach. They think of other ways to get water and decide to use the water tray located further down the garden. In this way, children learn to extend their own play.
- Children show increasing curiosity. For example, they search for insects and get excited when they find spiders. Children experiment using magnifying glasses and move them to an appropriate position to see the spiders in more detail. Children talk interestingly about previous learning and show a good recall, such as when they remind their friends that spiders make webs. This enables children to develop an understanding of the world around them.

- The childminder makes effective use of children's home languages in activities alongside English. For example, she obtains specific words from parents, such as the Polish word for sunflower, which is used when planting sunflower seeds. Children are very proud of their home languages. For instance, they teach the childminder and her assistant numbers up to 10 in Spanish. Children's language development is progressing well.
- The childminder and assistant get to know children well. They identify what children already know and can do. This information helps them to consider children's next steps in learning. However, the childminder and her assistant do not consistently adjust their practice based on the way each child learns. Consequently, they do not always provide the most effective interactions to enable all children to learn at the highest level.
- The childminder and her assistant undertake mandatory training, such as safeguarding and first aid, to keep their knowledge up to date. However, the childminder does not fully consider how she and her assistant could further develop their practice to be the most effective in supporting children's learning and development.
- Parents are very happy with the service provided by the childminder and her assistant. They are impressed with the wide range of experiences children get and say these are 'fun' and 'educational', such as visits to the park to feed ducks. Parents appreciate the detailed daily communication about their children's progress. They say their children are well prepared for their next stage in education.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge of how to keep children safe from harm. They know the potential signs that might give cause for concern about a child's welfare, including exposure to extremist views and behaviours. The childminder has effective procedures in place to record any concerns. She and her assistant know the relevant agencies to refer to if needed. The childminder uses appropriate recruitment procedures, and checks her assistant's suitability to work with children. She regularly risk assesses the learning environment and acts quickly to reduce hazards.

## What does the setting need to do to improve?

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

- improve teaching to take account of every child's personal learning needs to maximise the progress they make
- enhance professional development to focus training more precisely on how to meet children's emerging needs.

## Setting details

<b>Unique reference number</b>	EY316469
<b>Local authority</b>	Reading
<b>Inspection number</b>	10288946
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	7 November 2017

## Information about this early years setting

The childminder registered in 2005 and lives in Reading. She operates from Monday to Friday, 8am to 6pm, all year round. The childminder employs two assistants, of whom one holds an appropriate childcare qualification at level 3. The childminder accepts funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sonia Panchal

### 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 setting.
- The childminder discussed with the inspector her intentions for children's learning.
- The inspector observed the interactions between the childminder, her assistant and children.
- Parents shared their views of the childminder with the inspector.
- The childminder jointly evaluated an activity with the inspector.
- The views of parents were gathered through written feedback and taken account of by the inspector.
- The inspector sampled key documentation made available at the inspection.

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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