

# Childminder report

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Inspection date: 6 June 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 thrive in the care of the dedicated, warm and caring childminder. They show high levels of emotional well-being as they talk with confidence and make independent choices in their play. The childminder provides them with an abundance of outdoor activities to help them to develop across all areas of the curriculum. For instance, she regularly takes them on trips to farms, forest-school sessions and to visit and feed the childminder's pony daily. Children delight in the time they spend outdoors. They demonstrate a thorough understanding of their wider world. For instance, they comment that bees make honey from flower pollen, and vegetables need soil, water and sunshine to grow.

Children are eager to learn, find out new things and demonstrate a positive attitude to learning. They maintain focus on activities for long periods, show high levels of fascination, and make links with their previous experiences. For instance, they recall making volcanoes during a science experiment, and comment that lava came out of the top of these.

Children successfully develop the knowledge and skills they need for the next stage in their learning. They have a vast vocabulary and confidently hold two-way conversations with their peers and the childminder. For instance, as they act out being chefs during role play, they ask the childminder what she would like to eat. When she asks for a 'Sunday special', children respond by saying 'Sunday special coming up'.

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

- The childminder supports children's language and communication well. Throughout activities she provides a dialogue and introduces new words. For instance, as children play with water and colours, she tells them the water has become 'iridescent'. She demonstrates what this means by showing them how the water is shimmering. Children demonstrate their vast vocabulary during their play. For instance, they use words such as 'soggy' and 'stodgy' to describe how oats feel after water is added to them.
- The experienced childminder has a good understanding of how children learn and develop. Regular assessments help her to identify gaps in children's progress. She uses this information to provide appealing activities to support their next steps. For example, she helps children to develop confidence in using scissors by encouraging them to cut grass they have grown in pots.
- Overall, teaching is good. The childminder interacts well with children and is enthusiastic to teach them new things. However, at times this results in children's activities being unnecessarily interrupted. For example, despite children being engrossed in a cutting activity, the childminder interrupts them to

read a story. This means that they do not benefit fully from either activity.

- Partnerships with parents are strong. The childminder regularly shares information with them about their children's development, and suggests how they can support learning at home. Parents comment favourably about the childminder and how much their children enjoy attending the setting. They report that their children have flourished in the childminder's care.
- Overall, children develop a good understanding of how to lead a healthy lifestyle. For instance, they benefit from plenty of fresh air and exercise and are encouraged to make healthy food choices. However, although the childminder reminds children to wash their hands, she does not encourage them to understand the link between good hygiene and good health.
- Children behave well. The childminder acts as a good role model and sets clear expectations for children's conduct. She successfully helps them to manage their feelings and behaviour and encourages them to resolve minor conflicts independently. For instance, when children struggle to share, she reminds them that it will be their turn next. Children respond quickly to instructions from the childminder and play harmoniously together.
- The childminder demonstrates a positive attitude towards continuous improvement. She is keen to learn and to further develop her good-quality provision. She has attended a good range of training initiatives since her last inspection. This includes training to specifically assist her in developing the curriculum, so that activities support children's individual needs.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs that may indicate that a child may be at risk of harm. She ensures that she keeps her knowledge up to date through regular training. She is aware of the procedures to follow if she has a concern. This includes keeping records and making a referral to the relevant agencies. The childminder ensures that children are safe when in her care. For instance, she completes regular checks of her home to ensure that she quickly identifies and eliminates any potential risks.

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

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

- minimise unnecessarily interrupting children's engagement and concentration during their chosen play
- continue to support children to understand the links between good hygiene and good health.

## Setting details

<b>Unique reference number</b>	EY248927
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10289365
<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>	3 to 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	22 November 2017

## Information about this early years setting

The childminder registered in 2003. She lives in Thatcham, Berkshire. The childminder works between 7am and 5.30pm, Monday to Friday, for most of the year. The childminder receives funding to provide free early education for children aged three years.

## 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 views and opinions of the children and parents were considered during the inspection.
- 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 paediatric first-aid certificate and accident and medicine records.

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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