

# Childminder report

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Inspection date: 8 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 are happy and settled in the childminder's care. They show they feel safe and secure and demonstrate a strong sense of belonging and self-confidence. Younger children seek out the childminder for cuddles as they play, smiling as they do so. Older children confidently introduce themselves to the inspector and talk about their interests and the activities they enjoy. The childminder plans an ambitious, focused and well-sequenced curriculum. As a result, children are interested and highly motivated to learn. For instance, babies express delight and amusement while engaging with the childminder as they explore toys and read books together. The childminder adeptly interacts with them, maintaining eye contact and engaging in reciprocal babbling exchanges. Older children engage for long periods and persevere while completing puzzles. They beam with pride and talk about past experiences as they care for the plants they are growing in the childminder's garden.

The childminder has high expectations of children's behaviour. All children learn good manners and understand the rules of sharing and taking turns. They respond promptly to the childminder's requests and eagerly follow her instructions. For example, children readily put toys away when the childminder asks them to tidy up before going outside. The childminder praises children's achievements and kindness, which builds their self-esteem and confidence. All children leave the childminder's care well prepared for the move on to nursery or school.

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

- The childminder has high expectations for the children in her care. She offers children a varied and captivating range of experiences. The childminder follows children's interests and has a clear understanding of what they need to learn next. She checks on their understanding and regularly assesses the children's progress to identify gaps and next steps. However, at times, the childminder does not differentiate activities effectively to meet the needs of all children. Occasionally, this leads to children not being sufficiently challenged during some activities.
- The childminder supports children's communication and language skills very well. She communicates with clarity, poses thought-provoking questions and allows ample time for children to think and respond. The childminder captivates children's attention through storytelling, singing songs and reciting rhymes. This helps children to learn and use new vocabulary.
- The childminder incorporates numbers and mathematical language into daily routines and activities. She uses opportunities to introduce mathematical concepts to children, such as talking about shape, size, capacity and number. Children eagerly engage in these activities. For example, they count puzzle

pieces and compare quantities as they count how pieces of banana they have for snack. These experiences contribute to children's development of a strong foundation in mathematics.

- The childminder promotes children's understanding of healthy lifestyles. This includes the importance of personal hygiene, such as washing their hands before snack and after being outside. Children know this routine well and regularly engage in conversations with the childminder about the benefits of making healthy choices. They are encouraged to be independent and develop their self-care skills.
- The childminder plans a curriculum with a strong emphasis on understanding the world. Activities are varied and provide children with hands-on experience of the world. For example, they visit parks, playgrounds and a local allotment. Children have ample opportunities to socialise and learn about their community.
- The childminder establishes close relationships with parents. She gathers detailed information about children's early experiences before they start. This enables her to plan flexible settling-in sessions to meet children's specific needs. Parents value the care their children receive and the communication provided by the childminder on the progress their children make. They comment on how well their children have settled in and how much their confidence has grown.
- The childminder has a positive attitude towards her ongoing professional development. She has completed online courses and has good links with other local childminders, who she meets with regularly to share information and best practice. This helps to ensure that the childminder's practice evolves and continues to meet the needs of the children in her care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder can recognise the signs that may indicate a child is at risk of harm. She knows where to refer any concerns she may have about a child in her care. The childminder is aware of who to contact and what to do in the event an allegation is made against her or a member of her household. She understands wider areas of safeguarding, such as extremism and county lines, and can talk with confidence about what she would do in a range of scenarios. Children are well supervised. The childminder ensures that the areas she uses for childminding are free of any potential hazards.

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

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

- strengthen planning to make sure that activities are always focused on children's abilities and what they need to learn next.

## Setting details

<b>Unique reference number</b>	EY229512
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10289295
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	20 November 2017

## Information about this early years setting

The childminder registered in 2002 and lives in Theale, near Reading, Berkshire. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Joanne Allen

### 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 showed the inspector the premises and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children and assessed the impact on children's learning.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector read and considered written comments from parents during the inspection.
- 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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