

Childminder report

Inspection date: 22 June 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 very happy and content at the childminder's home. They engage effectively in play based on their interests. For example, children have access to a tuff tray with farm animals after a recent farm visit. The childminder celebrates children's achievements, for example, by using a 'WOW moments' board to display special accomplishments. This helps the childminder identify the plan for children's next areas for development. The childminder offers a safe and secure environment where all children are quick to settle. Children who are new to the setting remain calm and happily explore activities on offer. They form a strong bond with the childminder and are happy to approach her. This helps to support children's personal, social and emotional development well.

Children have access to a garden where they can develop their physical skills and have fresh air and exercise. For example, children can balance and climb on a climbing frame and slide. The childminder actively encourages children to interact and socialise with others, for example, by attending toddler groups and visiting parks. She has increased children's experience of the outside environment after identifying this as an area for their development after the impact of the COVID-19 pandemic. Children are well behaved, and the childminder reminds them of the rules and boundaries, for example, to be careful when carrying a chair. Children listen and respond to instruction and show respect for the childminder and their peers. All children make good progress, including children who speak English as an additional language and children with special educational needs and/or disabilities (SEND).

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

- The childminder places a strong focus to get children ready for school. She identifies any additional areas that children need support with to achieve this. The childminder works with parents and outside agencies to support children with speech delay. For example, she uses strategies to support this, including speaking slowly and over-emphasising word formation. The childminder asks children questions about the activities they engage in and awaits an answer. This supports all children's communication and language skills well, particularly those with SEND.
- The childminder encourages children to look after themselves. For example, she discusses how to stay safe in the warm weather. However, sometimes, the routines are not as well thought out as they could be. The childminder reminds children of actions to take to ensure that they stay cool, such as making sure water bottles are always accessible and wearing sun cream and a sun hat. Overall, the childminder encourages children to be independent as it is a skill needed for when they start school. However, on occasion, she intervenes in

helping children with simple tasks, meaning they are not always learning to be confidently independent.

- The childminder evaluates her setting to ensure that children have the best learning experiences. She observes the children at play and seeks feedback from the children and parents to make changes accordingly. This reflects in the good behaviour of children as they are always engaged in the activities that are available. The childminder has high expectations for good behaviour and encourages children to share, take turns and be kind to each other. This helps children to interact well with others, develop their social skills and make friends.
- The childminder keeps her knowledge of early years current and up to date. For example, she attends training courses online about assessing children and getting ready for an Ofsted inspection. The childminder further extends her professional development by regularly communicating with outside professionals, for example, a childminding network and subscribing to an online early years website. This ensures that her knowledge continues to allow her to deliver the best outcomes for children.
- Parents are happy to compliment the childminder and the care she offers. They say how children are always happy to attend the setting. Parents state that the childminder is kind, patient and nurturing. They explain how they receive regular feedback on their children's progress at drop off and pick up times and receive photos of activities from each day. Parents say how they particularly like how the childminder takes children out on regular trips. They explain how the childminder also introduces children to the world around them. For example, the childminder celebrates different cultural festivals with children, such as Ramadan, and encourages them to try different food.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection. She can confidently identify signs of abuse, including neglect. The childminder knows the process to report a concern about a child or an adult. She has a safeguarding policy, which she can refer to when needed. The childminder keeps her safeguarding knowledge up to date by attending annual training courses, such as how to recognise radicalisation and female genital mutilation. She has quick reference flash cards, which she keeps to hand, with relevant processes and contact details of outside agencies on. The childminder strives to ensure that the environment is safe and secure for children.

What does the setting need to do to improve?

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

- provide more consistent opportunities for children to develop and build on their

independence and self-care skills throughout the day.

Setting details

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| Unique reference number | EY259909 |
| Local authority | West Berkshire |
| Inspection number | 10289366 |
| 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 | 2 to 4 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| Date of previous inspection | 22 November 2017 |

Information about this early years setting

The childminder registered in 2003 and lives in Thatcham near Newbury, in Berkshire. She operates all year round, from 7.45am to 5.30pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Lynne Murray

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 showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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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