

# Childminder report

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Inspection date: 23 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 arrive eager to join their friends in the childminder's home. The childminder chats with parents warmly, and children greet the childminder with big smiles and outstretched arms. Those who are unsettled receive cuddles from the childminder and gentle persuasion to engage in activities. This helps them to feel secure and boosts their emotional well-being.

The childminder provides a wide range of resources from which children confidently choose their play. She ensures that there are appropriate resources for each child, such as providing simple puzzles for the youngest children and more complicated puzzles for the older ones. The childminder is very responsive when children play with her, which extends their play. For example, when children bring her play food, she expresses delight and requests more. This motivates children to continue the game and increases their involvement.

The childminder acknowledges children's achievements with high-fives and verbal praise, which makes the children beam with pride. Children have positive attitudes to learning. They listen and respond to the childminder's instructions. For instance, children play a card-matching game, helping each other to find the pictures requested by the childminder. This develops their observational and social skills.

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

- The childminder has high expectations for children's behaviour. Children play together well, independently taking turns pressing the buttons on technical toys, laughing at the noises made. They respond quickly to the childminder's requests to tidy up their toys, working together with her to get the playroom ready for lunch.
- Children are confident to express themselves through dance and song. They use their bodies freely, thoroughly enjoying a 'wiggle and jiggle'. Older children sing rhymes and songs on their own, and their friends listen and join in with the actions. The childminder further supports children's physical development as they 'stretch, stretch' up high with their arms and wide with their legs. They are developing their fine motor skills as they persevere to join straws with connectors and carefully line up dominoes on the floor.
- The childminder consistently delivers her intended learning during the day. For example, she continually refers children to the colours and shapes of objects they are playing with, and they respond by bringing and naming shaped objects. Children count spontaneously and use their fingers to indicate their age on their forthcoming birthday. The childminder follows the children's lead in their play. This allows children to fully explore their ideas with the childminder's support. However, at times, when children lose concentration in the task, such as during

group times, the childminder is not effective in re-engaging them. This distracts other children and has an impact on the quality of the teaching at these times.

- Children are learning about good hygiene through regular handwashing and keeping their noses clean. She encourages children to eat 'healthy fruit and vegetables' successfully, often involving children in the purchase of the items from the local supermarket. Young children recognise when they are tired and settle themselves to sleep on their own. This helps them to understand the needs of their bodies and what to do to keep themselves healthy.
- The childminder develops children's speech and communication through stories, songs and discussion. She plays 'nonsense' sound games with children to build their confidence to use louder voices. As children play, the childminder comments on what they are doing. This helps children to associate the childminder's speech with their own actions. However, this commentary does not always allow time for children to fully process the childminder's words and make responses. This does not fully support children's understanding of the flow of two-way conversation.
- Partnerships with parents are strong. The childminder keeps parents updated on their child's day, both electronically and through daily conversation. Parents notice the progress their children make and report that their children are 'truly attached' to the childminder.
- The childminder networks with other professionals and accesses training to keep her knowledge current. She uses the local children's centre, where she liaises with other childminders to share ideas and advice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from harm. She can recognise the signs and symptoms of neglect and abuse. She is aware of the risk to children of domestic violence and has knowledge of the 'Prevent' duty, online safety and grooming. The childminder has procedures in place to record, review and report children's accidents. If the childminder is concerned about the conduct of an adult caring for children, she knows how to report her worries. She knows what action to take to get advice and refer cases to the appropriate agency. The childminder implements effective risk assessment processes to minimise safety risks to children.

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

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

- strengthen the organisation of activities to help all children remain focused and engaged in their learning
- adapt interactions to allow children time to fully process and respond.

## Setting details

<b>Unique reference number</b>	EY491929
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10289086
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	10 November 2017

## Information about this early years setting

The childminder registered in 2015. She lives in the Calcot area of Reading, Berkshire. The childminder offers full-time care on Monday to Friday, throughout the year, including out-of-school care. She offers funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jacqui Szrejder

### 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 they ensure it is safe and suitable.
- 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 inspector carried out observations of the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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