

Childminder report

Inspection date: 25 July 2023

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 warmly welcomed into this caring and nurturing environment. They settle well and form strong bonds with the childminder. The childminder instinctively reacts to the children's needs. For example, she gives them cuddles and reassurance when they are tired. This helps children feel confident that their needs will be met. Children laugh and smile as they engage in activities together.

The childminder teaches children about behaviour expectations. They spontaneously use good manners, for example saying 'thank you' when the childminder helps the children to wash their hands. The childminder encourages the children to share and take turns as they engage in their play. Young children independently share their resources, saying 'Your turn now'. Children develop an awareness of the needs of others and show kindness in their play.

The childminder plans an ambitious curriculum based on the individual needs of the children. She has an in-depth knowledge of the children's interests and next steps in learning. The childminder links these to meaningful activities to extend children's knowledge and skills. For example, children excitedly hunt for treasure, sorting the different items and counting how many of each they have. Children are focused and engaged, helping them to make good progress in their learning.

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

- The childminder effectively promotes children's language and communication skills. She skilfully uses familiar stories to encourage children to recall past events; for example, children recall the big bad wolf blowing down the little pig's house. She asks open-ended questions to gauge their understanding, and models the correct pronunciation of words. Children increase their vocabulary and develop confidence in communication.
- Children develop early mathematics skills. The childminder makes the most of everyday opportunities to support children's learning. For instance, she encourages children to count out how many pom-poms they have collected. Children use mathematical language spontaneously in their play, talking about how many more items remain. Children are acquiring vital early mathematics knowledge.
- The childminder offers opportunities for children to develop their physical skills. In addition to providing activities that promote children's gross motor skills, such as playing on ride-on toys, trampoline and slide, the children also visit the local park and pond. Children have daily access to the outdoors. However, the childminder does not make the most of the outdoor area to promote exploration and investigation.
- Children learn healthy practices. For instance, the childminder teaches children

to wash their hands after toileting and before eating. The childminder has policies in place to promote healthy eating. However, she does not consistently make the most of opportunities to support independence in their self-care skills, for example, teaching children to wipe their own nose.

- The childminder prepares children for life in modern-day Britain. In addition to celebrating a range of different cultural festivals, the childminder provides a range of resources that help children understand what makes them unique. This helps children to understand more about the wider world.
- Children have fun with the childminder. They laugh excitedly as they join in with familiar action songs. She supports their imaginative play, sensitively joining in to extend their ideas and engagement, for example visiting their imaginary place of work to see what work they are doing. This helps children feel that their play is important and valued.
- Parents speak highly of the care and support the children receive. When new children start the childminder collates information from parents and previous settings to learn more about the children in her care. The childminder keeps parents up to date with children's progress through regular assessments, daily handovers and messages. This helps to provide consistency in children's learning.
- The childminder reflects on her practice to provide a high level of care and education for the children. For instance, she recently attended training on organising her curriculum and the importance of children learning through play. The childminder completes mandatory training, such as safeguarding, to ensure she keeps her knowledge up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibility to keep children safe in her care. She demonstrates an awareness of identifying the signs and symptoms of abuse, including those associated with female genital mutilation. The childminder has procedures in place should she need to raise any concerns regarding the safety and welfare of children. She effectively assesses risk to minimise any potential hazards and dangers to children. For example, she ensures that there are safety locks on the doors in the kitchen. The childminder teaches the children to keep themselves safe while out in the local community.

What does the setting need to do to improve?

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

- build on the support for children's personal development to encourage greater independence with their self-care skills
- make better use of the outdoor space to inspire children and extend their

opportunities to explore and investigate.

Setting details

Unique reference number	EY494950
Local authority	West Berkshire
Inspection number	10301602
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	0 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 January 2018

Information about this early years setting

The childminder registered in 2015. She lives in Aldermaston, Berkshire. The childminder opens all year round, Monday to Friday, from 7.30am to 5pm, except for Christmas and family holidays. She provides funded places for 3 to 4 year olds.

Information about this inspection

Inspector
Nina Fortuna

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 discussed how they ensure those are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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