

Childminder report

Inspection date: 22 November 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 demonstrate that they feel exceptionally happy and safe in the care of this childminder. They show the childminder is important to them as they include her in their play and enjoy cuddles as needed. The childminder is effective in supporting children's communication and language through a love of books and songs. She reads books excitedly to the children and brings the story to life using puppets. Children show good concentration as they listen with interest. The childminder is good at supporting children's speaking skills, as she takes every opportunity to use language and engage children in conversations.

The childminder knows the children in her care well. She understands what they need to know next and supports this through effective planning. Children have a helpful attitude to their learning and play. For example, they respond positively to tidying up before other resources are brought out for them to explore. Children's behaviour is good. They play well together, and they praise and encourage each other as they complete tasks. For instance, when playing with puzzles, they congratulate each other for getting all the parts in correctly. Children are starting to show patience when taking turns, and they will go to the childminder for emotional support while they wait for their turn as needed. This demonstrates that they can self-regulate emotions effectively.

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

- The childminder understands the curriculum well. She offers a wide range of activities to give children opportunities to experience the seven areas of learning. However, at times, the childminder is not fully effective at tailoring her teaching precisely to give children opportunities to explore and play. On occasion, this somewhat limits children's decisions in their play. Despite this, all children are developing a wide range of skills in readiness for the next stage in their education.
- The childminder is fully aware of where children are in their learning and what they need to learn next to promote continuing progress. The childminder plans activities appropriately and incorporates the children's suggestions of what they would like to do at circle time. This helps children to feel included and valued.
- The childminder implements good teaching overall. She ensures children are happy, are enjoying the activities and follow their lead. For example, when children enjoy role play with ice-cream shop resources, she adds in additional play-food items. This helps children to recognise and make connections between the ice-cream flavour and different fruits.
- The childminder provides children with healthy snacks and meals, which children enjoy while sitting at the table together. She understands the importance of supporting children's developing self-help skills. For example, she understands

that children need to practise using open-top cups and provides opportunities for them to use these at the table.

- Children enjoy playing outdoors in the fresh air. They have regular access to the childminder's garden, which offers a wealth of resources and learning experiences to support children's physical development. For example, children enjoy climbing on play equipment and going down the slides, and they have fun on the swings. Children enjoy using their imaginations as they play in the playhouse, and they have fun as they take on roles familiar to them from home.
- Partnerships with parents are good. Parent feedback is positive and complimentary. Parents comment that 'their child is happy to be dropped off and still happy when they collect' and that 'the childminder is excellent in meeting the families needs'. Parents received daily feedback from the childminder. This helps them to know what their children have been doing, to offer support at home as needed. This ensures continuity of learning.
- The childminder reflects on her own practice well and seeks the views of parents when evaluating her provision. She ensures her training is kept up to date and is dedicated to advancing her provision further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her roles and responsibilities to keep children safe. She is confident in recognising the signs and indicators that may mean a child is at risk of harm and knows the referrals system to follow if required. The childminder can confidently talk about a range of safeguarding matters, such as the 'Prevent' duty guidance. She understands the importance of keeping her safeguarding knowledge refreshed and ensures any changes are implemented in her policies. The childminder thoroughly risk assesses the home and outings to ensure that children are kept safe.

What does the setting need to do to improve?

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

- strengthen the implementation of the curriculum and tailor teaching more precisely to enable children more time to enjoy activities to extend their knowledge and skills further.

Setting details

Unique reference number	EY254956
Local authority	West Berkshire
Inspection number	10305435
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	21 February 2018

Information about this early years setting

The childminder registered in 2002 and lives in Thatcham, Berkshire. She offers care Monday to Friday, from 7.30am to 5.30pm. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Tracy Bartholomew

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 explained the curriculum during a learning walk with the inspector.
- The childminder and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Parents feedback was obtained through questionnaires available on the day of the inspection.
- The childminder provided the inspector with a sample of key documentation as requested.

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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