

Childminder report

Inspection date: 9 January 2024

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

On arrival, children happily separate from their parents. They are very pleased to see the childminder and their friends and confidently and independently choose and use the play equipment. The childminder helps children develop good social skills. They learn how to be kind and considerate and confidently tell the childminder when they have been helpful.

The childminder gives children clear information about how she expects them to behave. She uses different techniques that successfully gain their cooperation. For example, when children become overexcited while running around on floor mats, she successfully diverts their attention and explains why they must not play games of 'tag' indoors.

The childminder uses her ambitious curriculum to help children make good progress. For instance, she skilfully weaves mathematical development into all activities and routine events. Children enjoy rolling pumpkins down a garden slide and finding and using sticks to measure the distance the pumpkins have travelled. The childminder successfully challenges children's learning. For example, she asks them to predict which pumpkins will go the furthest and discover if their predictions are accurate. Children remember and talk about what they have previously learned, such as the size and weight of the pumpkins as they pick them up and fill containers and wheelbarrows.

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

- The childminder has a comprehensive understanding of children's individual needs and her intent for their learning and development, which she uses to engage them in purposeful play. Children are happy, confident, curious learners, who are ready for future learning.
- The childminder is a positive role model. She consistently helps children learn to share and take turns and feel proud of their achievements. For instance, she praises older children when they play cooperatively with a train set and encourages them take photographs of things they make, which she sends to their parents.
- The childminder helps children learn to do things for themselves. For example, children learn to peel satsumas to eat at snack time and carry their plates to the kitchen for the childminder to put into the dishwasher. Children also learn to put on their coats and shoes.
- The childminder provides children with a positive, language-rich environment. She listens attentively to what children say and consistently supports them to learn, understand and use new words. Children enthusiastically learn and sing nursery rhymes and songs.

- The childminder provides opportunities for younger children to explore and experiment with different media and materials. For instance, she has increased the range of accessible craft materials and natural resources, such as drawing materials, paint and fir cones.
- The childminder develops and challenges children's physical skills. Children develop good control of their movements. Older children learn to safely ride wheeled toys around a decking area at high speed. However, on occasion, the childminder does not take full account of children's age and stage of development when offering them equipment and resources, to consistently enhance their development.
- The childminder supervises children well at all times. She consistently risk assesses her home, activities and outings to keep children safe.
- The childminder develops children's interest in books. For example, she regularly takes children to the library to listen to stories and choose books for their parents to read to them at home. The childminder reads books that link to past activities children have enjoyed. Children remember and talk about what they have learned. However, occasionally when children are doing other things, the timing of stories does not help them learn to focus their attention and concentrate.
- The childminder works well in partnership with parents to help new children settle, and feel happy and secure. The childminder has a caring approach. She helps babies to feel relaxed before they have a sleep, for instance, by giving them cuddles and talking and singing to them in a soothing voice.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen assessment of all children's development, so that children consistently benefit from using age-appropriate equipment that will fully support all areas of their learning
- strengthen opportunities for children to build their concentration skills when they listen to stories to further support their literacy development.

Setting details

Unique reference number	EY501631
Local authority	West Berkshire
Inspection number	10325001
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	1 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	29 June 2018

Information about this early years setting

The childminder registered in 2016. She lives in Calcot, Berkshire. The childminder provides care for children Monday to Thursday, from 8am to 5pm, for 46 weeks a year. The setting receives funding to provide free early education to children aged three years. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Cathy Greenwood

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder and the inspector completed a learning walk and a joint observation together.
- The inspector observed how the childminder supports children during indoor and outdoor activities and assessed the impact this has on their learning.
- The inspector spoke with parents, the childminder and children during the inspection.
- The childminder met with the inspector and discussed the leadership and management of the setting.

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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