

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

The childminder provides a warm and welcoming environment. She offers children plenty of love and cuddles and endless praise as she engages in play alongside them. Children have positive relationships with the childminder and show high levels of confidence in her care. They are eager to learn and stay focused on their play for considerable lengths of time. For example, children practise fastening and unfastening buttons during role play, which helps to build on their independence skills.

The childminder's curriculum places a strong focus on children's personal and social development. For instance, she plans activities in the local community to give children new social experiences. Children attend regular toddler sessions and go on trips to the library and the park. They enjoy regular visits to a local café, where they meet new people and develop confidence in new social situations. These outings help to build on children's understanding of the wider world.

The childminder has high expectations of children's behaviour. She is calm and patient and gives clear explanations to children, such as why they should not climb on the furniture. This helps to develop children's understanding of how to manage their own personal safety.

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

- The childminder gathers detailed information from parents about what their children know and can do when they first start at the setting. She integrates this data with her own observations to make initial assessments of children's starting points. The childminder continues to make assessments of children's ongoing progress and regularly shares this information with their parents. Parents comment that they appreciate the nurturing, home-from-home environment the childminder provides. They say they value the regular updates on their children's progress.
- The childminder reads storybooks with expression and encourages older children to recall and repeat phrases. She provides a narrative as younger children play and models some words clearly. However, she does not target her planning precisely enough to ensure she consistently focuses on the developing speech and vocabulary of younger children, to help further support their communication.
- Partnerships with parents are good, which helps to ensure continuity in children's learning. However, the childminder has not developed links with all other early years settings children attend, to help build the strongest picture of children's overall development.
- The childminder helps children develop their independence skills in preparation for future learning. For instance, children confidently self-register their name

when they arrive in the morning. They tidy away toys without prompting and learn the importance of good hygiene practice.

- The childminder spends time getting to know children and their families. She incorporates their festivals and cultural celebrations into her planning of the curriculum. This helps children gain an understanding of similarities and differences in the wider world.
- The childminder effectively builds on children's understanding of leading a healthy lifestyle. For example, she engages children in discussion about healthy food options as they pretend to feed their dolls during role play. Children enjoy regular walks in the community and develop their stamina as they practise new skills on equipment, such as at the park.
- The childminder ensures that mandatory training is up to date, which helps her to keep children safe and well. She works very hard to maintain quality and to develop her own practice. The childminder has formed close links with other childminders and shares information, such as on positive behaviour strategies. This new knowledge has had a positive impact on how she teaches young children how to manage their feelings and emotions.
- Children behave well. They are polite and use words such as 'please' and 'thank you'. Older children show kindness and compassion to their younger peers and welcome them into their play. Children are resilient and react positively when they encounter a problem.
- The childminder supports children's early literacy skills well. For instance, children build on the small muscles in their hands and fingers as they explore and manipulate objects such as fidget toys. They make marks using a variety of drawing and writing tools.

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:

- place a sharper focus on planning, to help target and build on the developing speech, vocabulary and communication skills of younger children even further
- develop partnerships with all other settings that children attend, to help build the strongest picture of children's overall development.

Setting details

Unique reference number	EY300531
Local authority	West Berkshire
Inspection number	10308172
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	5 March 2018

Information about this early years setting

The childminder registered in 2005. She lives in Tilehurst, near Reading, Berkshire. The childminder works Monday to Thursday from 8am to 5pm. She provides funded early education for three- and four-year-old children. The childminder holds an appropriate home-based childcare qualification.

Information about this inspection

Inspector

Jane Franks

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 inspector observed the implementation of the curriculum during activities indoors and assessed the impact this has on children's learning.
- The childminder explained the opportunities that she provides for children to learn outdoors and the impact on children's learning and development.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took into account the written views of parents.

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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