

Childminder report

Inspection date: 5 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children form warm, trusting relationships with the childminder. This helps all children, including the youngest, to feel happy and safe in her care. The childminder knows the children well. She recognises when children need extra reassurance and offers cuddles and close comfort. The childminder teaches children about kindness and respect. In turn, they learn how to share and take turns. Children enjoy taking part in activities that the childminder has planned for them.

The childminder supports children's independence skills well. She has high expectations for children from an early age. For example, young children eagerly arrive and know to take off their shoes and where to place their coats. Children know what is expected of them, and they behave well for their age. They listen carefully to instructions and wait patiently during group activities. The childminder ensures that she includes all children in all activities. She has a clear understanding of the curriculum she plans for all children. The childminder places a strong focus on supporting children's communication and language skills. She uses every interaction to build on children's understanding and vocabulary. For example, the childminder introduces and explains the word 'suspended' when children enjoy building bridges with the train tracks.

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

- Opportunities for children to hear new language are supported well by the childminder. She speaks to them during their play and models new words to them. For instance, as children struggle to find matching pieces to build their track, the childminder draws their attention to what is needed and introduces new words, such as 'sloped'. She repeats words several times, modelling any new language for children to hear clearly and carefully, ensuring correct pronunciation. This helps children to understand the context of words, and it encourages children to think critically and work things out for themselves.
- The childminder teaches children to develop their understanding of healthy lifestyles. She talks to children at mealtimes about the benefits of making healthy choices, and they discuss which items are treat foods that should be limited. During the spring, children tend the vegetable patch in the garden, and they enjoy preparing snacks with the food they grow. This helps children to understand the world and how to care for plants, people and the earth.
- Overall, the childminder has a good understanding of what she wants children to learn and how to include children's interests within the activities she provides. She supports all children to take part in activities. However, there are not always a range of experiences and activities available for children to freely choose and direct their own learning and play. For instance, babies and very young children, who benefit less from some adult-led activities, lack opportunities to engage with

other resources during these times.

- The childminder promotes children's positive behaviour well. She is a good role model and is kind and respectful in her interactions with children. The childminder plans activities to mark celebrations and special days in the calendar, such as Diwali, Chinese New Year and Halloween. However, she does not fully consider how to use these and other opportunities to teach children to recognise the similarities and differences between themselves and others, and the variety of family structures, to prepare them for life in modern Britain.
- The childminder gets to know children's routines from home and complements these in her setting. She has systems in place to regularly share children's progress with parents. This helps parents to know how to support children's learning at home and contributes to the good progress children make.
- The childminder is committed to her ongoing professional development and that of her staff. She has kept mandatory training, such as first aid and safeguarding, up to date. In addition, she has undertaken training above that required. This includes specific training to support children with special educational needs and/or disabilities, as well as advanced training to support children's mental health and well-being.

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:

- enhance the opportunities for children each day so they can have more self-selected choice in their play and learning
- strengthen opportunities that help to raise children's awareness of diversity and the wider world.

Setting details

Unique reference number	EY344689
Local authority	West Berkshire
Inspection number	10308213
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 8
Total number of places	12
Number of children on roll	7
Date of previous inspection	28 March 2018

Information about this early years setting

The childminder registered in December 2006 and lives in Theale, near Reading, West Berkshire. She operates all year round, from 8am to 6pm, Monday to Friday. She employs two assistants. The childminder offers funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Leanne Merritt

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language skills.
- The inspector observed the interactions between the childminder and children.
- The inspector looked at relevant documentation and reviewed the suitability of staff working with the childminder.

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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