

Childminder report

Inspection date: 5 March 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

Children have a strong bond with the childminder. She is kind and nurturing and knows children well. The childminder knows the children's interests and the next steps for their learning and plans her environment around this. Children demonstrate that they feel safe and secure and settle well on entering the childminder's. They engage in play, are kind to each other and behave well. For example, older children hand younger children their favourite toys. The childminder meets with parents to establish children's starting points. She works in partnership with them to establish an individual settling-in process. This helps to support children's personal, social and emotional development.

Children enjoy daily exercise and fresh air from spending time outdoors. For example, they walk to pre-school daily and play in the garden. Children develop physical skills such as balancing and running. The childminder places focus on talking to the children to support their communication and language skills. For example, she talks to the children about the birds in her garden. Children get to know the local community and people within it, for instance through visiting the library, which helps to develop their social skills. All children make good progress, including those with special educational needs and/or disabilities (SEND).

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

- The childminder ensures that children are ready for when they start school. She shows children how to look after themselves and promotes their independence skills. For example, children blow their own noses and put the tissues in the bin, and they try and open their own snack packet. The childminder acknowledges this behaviour, such as by praising the children and celebrating their achievements. Children enjoy the praise, become confident and repeat this behaviour, which becomes part of their daily routine. However, at times, activities are not always planned around what children are ready to learn next, to allow them to build on existing skills.
- The childminder has high expectations for good behaviour and ensures that children know the rules and boundaries within the setting. She reminds children of these as they go about their daily routine. For example, she asks children about what they can and cannot do on their walk to pre-school, such as waiting until it is safe to cross the road. The childminder extends children's learning about how to keep themselves safe, such as reminding children which door they use in the event of a fire.
- The childminder helps children to understand the world around them, such as by getting out and about in the local community. She helps children celebrate special occasions and events. For example, children make Mother's Day cards and celebrate Chinese New Year together. The childminder extends this learning

by providing books for children to read at any time. She encourages children to understand the importance of animals and how they care for them. For example, the childminder has a cat and guinea pigs which the children feed and take care of by changing their bedding.

- Parents compliment the childminder and are happy with the care she shows for children. They say how the childminder gives feedback at the end of each day about children's development and daily routine. Parents say that children are always happy upon entering the childminder's setting. The childminder takes time to get to know children and their families equally to offer inclusive and well-informed care. Children talk about their day to parents with excitement and enthusiasm. The childminder works in close partnership with parents and has a strong relationship with them.
- The childminder keeps her knowledge of early years up to date. She attends regular courses and identifies further training she needs to attend. For example, she recently completed a course on autism awareness to help her identify children who may have SEND. The childminder uses her updated knowledge to continually evaluate her setting and make changes where needed. For example, she recently identified that her policies needed updating and installed a ring doorbell to improve security for children in her care. This contributes to giving children the best possible learning outcomes.

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:

- focus activity planning more precisely on what children are ready to learn next, to help them consistently build on their existing skills.

Setting details

Unique reference number	510224
Local authority	West Berkshire
Inspection number	10317294
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	17 May 2018

Information about this early years setting

The childminder registered in 1994 and lives in Thatcham, Berkshire. She offers care from 8am to 6pm Monday to Wednesday, term time only.

Information about this inspection

Inspector

Lynne Murray

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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