

Childminder report

Inspection date: 12 February 2020

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 has high expectations for what the children can achieve. She provides a welcoming and safe environment organised with resources and displays that reflect children's interests and individual learning needs. Children are enthusiastic in their play. They demonstrate this as they manipulate play dough and pretend to cook food. The childminder engages the children in discussion and supports their understanding of healthy eating well.

Children form good attachments with the childminder. They are happy and keen to involve her in their play. Children illustrate this as they make up their own versions of games, such as 'tiddlywinks'. They focus intently and with sensitive support from the childminder successfully shoot buttons across the play surface. This helps to build on their small-muscle skills well in preparation for early writing.

Children behave well and show kindness and consideration towards their friends. When small disputes occur, the childminder sensitively encourages them to share and take turns. Children are keen to help with small tasks. They concentrate well and use knives carefully to slice up their fruit at snack time. The childminder uses these opportunities to help children assess risks and to keep themselves safe.

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

- The childminder gathers detailed information from parents about their child's abilities before they start. She assesses children's ongoing progress accurately and carefully plans activities to help build on what they know and can do. The childminder illustrates this as she asks children questions to help prompt their thinking and curiosity skills. Overall, the childminder supports children's language successfully and, with her support, they are developing broad vocabularies. However, as the childminder knows the children so well, she understands what they say and does not always recognise when to intervene to help them refine their pronunciation of some words.
- Partnerships with parents are strong. The childminder regularly shares detailed information about their child's abilities, achievements and ongoing progress. This helps to ensure that parents receive the information they need to build on children's learning at home. Parents comment that their children are making good progress in her care.
- Children are active and develop well physically. For instance, they thoroughly enjoy dancing and moving their bodies in time to different action songs. Children are keen to play outside and show high level of perseverance. They demonstrate this as they practise catching balls and successfully throw beanbags into buckets. Children concentrate well as they carefully transport water beads across the garden. They show good control as they negotiate steps and roll the beads

down the slide, clearly proud of their achievements. The childminder praises children at every opportunity, and this builds on their confidence highly effectively.

- Children enjoy daily opportunities that support them in developing mathematical skills. For example, they count out sticks as they carefully push them into play dough. They use tools such as rollers and cutters for a purpose, and talk about the shapes they are making. The childminder builds on their learning further and talks to them using the language of size and position.
- The childminder provides ample opportunities to help children learn about their local community. For example, children visit the library and enjoy interacting with others at toddler groups. They learn to keep themselves safe and take simple risks in their play as they use large-scale equipment, such as at parks.
- The childminder is reflective of her practice and makes effective changes to help her improve outcomes for children. For example, since the last inspection, the childminder has enhanced relationships with parents, which has had a positive impact on outcomes for children. The childminder values sharing information and suggestions with other childminders to build further on her practice. However, her continued professional development is not focused closely enough on what will help her to further improve her good teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role to safeguard the children she cares for. She has an effective knowledge of the signs and symptoms of possible abuse and the procedures to follow if she has any concerns about the welfare of a child. The childminder regularly reviews her policies and procedures and shares these with parents to ensure she consistently keeps them up to date. Her robust risk assessments help to promote children's health, safety and well-being effectively.

What does the setting need to do to improve?

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

- extend further the opportunities for children to master the accurate pronunciation of some words to continually extend their good language skills
- seek professional development opportunities to raise the quality of teaching to consistently high levels.

Setting details

Unique reference number	506100
Local authority	Reading
Inspection number	10065542
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	1 February 2016

Information about this early years setting

The childminder registered in 1995. She lives in Tilehurst, Berkshire. The childminder operates on Monday to Friday from 7.15am to 6pm, all year, apart from family holidays and bank holidays. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- The inspector spoke to children and read written statements from parents to gain their views of the childminder's provision.
- Discussions were held with the childminder relating to safeguarding and the self-evaluation process.
- Relevant documentation was reviewed by the inspector, such as training certificates and public liability insurance.
- The inspector observed the childminder interacting with children. She assessed the impact of her teaching on what children know and can do, and discussed her observations with the childminder.
- The childminder showed the inspector around the areas of her home that are used for childcare. She talked about the different activities she provides to support children's learning and development.

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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