

Childminder report

Inspection date: 18 November 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 welcoming and calm environment. Children enjoy their time at the childminder's home. They show that they feel safe as they explore their surroundings, and they demonstrate that they are happy and relaxed in the childminder's care. Children benefit from a good amount of praise and encouragement, which supports their self-esteem and behaviour well. Children show a good attitude to learning. This is evident as children listen to the childminder and as they delight in looking at books together. The childminder supports children's communication skills well as she consistently engages with them.

Children learn the importance of good manners and are developing skills in sharing and taking turns. This was evident throughout the inspection as the children played happily together and enjoyed playing with their friends' toys from home. Children have many opportunities to build on their social skills. For example, they attend local toddler and rhyme time sessions where they mix and play alongside others. Children have regular opportunities where they can exercise and be outside in the fresh air. For instance, children have fun in the childminder's garden, and they go out on regular walks and to local play parks. This helps to support children's physical skills for moving and handling.

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

- The childminder plans and provides a curriculum that is well thought out overall. She ensures children's choices are respected and included within the day, and she is receptive to their ideas. The childminder is committed to continually reflecting on and improving her practice. She evaluates at the end of the day to ensure that the activities and experiences she has provided for children are supporting all areas of learning. As a result, children make good progress in their learning and development.
- The childminder is a good communicator and ensures that children hear consistent communication throughout the day. For example, she reads stories of their choice to the children, and they listen and sing nursery rhymes together. This, along with the good narrative that the childminder provides to the children, helps to develop children's listening and speaking skills.
- The childminder provides a good range of interesting and fun activities for the children to broaden their learning and development. She knows the children in her care well and understands what they need to master next in their development. However, at times, she does not always challenge and extend children's individual understanding as well as she could to help raise the standard of learning to an even higher level.
- Children receive a good amount of praise and encouragement. The childminder

is kind and caring and has high expectations for children's behaviour. Children are developing skills to be independent, as the childminder supports them to try and do things for themselves. For example, younger children are supported to help tidy away the toys they have used, and older children have opportunities to look after themselves through self-care skills, such as toileting and hand washing.

- Children play and explore in a safe environment. Overall, mealtimes are generally supportive. However, at times, the childminder's deployment is not always fully effective to support children's good health. Despite this, children eat together at the table, and while they are enjoying their food, the childminder reminds them how to eat safely. For example, she talks to children about the importance of finishing their mouthful of food before having a drink to minimise the risk of choking.
- Partnerships with parents are effective. Parents are positive about the childminder's care and the support and education that she offers to their children. The childminder provides parents with regular information about their children's experiences, and they discuss their children's achievements and next steps in learning together.
- The childminder is experienced and understands the importance of refreshing her knowledge and skills. She completes all mandatory training, such as paediatric first aid. The childminder is aware of the importance of keeping up to date with any changes in the curriculum, including safeguarding practices.

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:

- make the most of existing opportunities to further challenge children's thinking and problem-solving skills to take their learning to a higher level
- review deployment and supervision at snack and mealtimes to ensure that effective health routines are consistently followed.

Setting details

Unique reference number	955151
Local authority	West Berkshire
Inspection number	10367436
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	2 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 February 2019

Information about this early years setting

The childminder registered in 1992 and lives in Tilehurst, Berkshire. She operates Monday to Thursday from 8am to 5pm, and Friday morning, all year round.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- The childminder and inspector discussed how she organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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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