

Childminder report

Inspection date: 3 July 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 are at the heart of this stimulating setting. They are happy and settled in the childminder's home where she has created a dynamic environment that ignites children's curiosity and interests. She provides opportunities for children to make informed decisions about what they would like to explore and they become deeply engrossed in exciting activities. For example, they have great fun as they explore mixing paints to make new colours. The childminder successfully introduces children to early mathematics. Children respond confidently as they are asked to count the legs on animal stencils and subtract objects during a familiar song.

The childminder places a strong focus on supporting children's communication and language development. For example, she sensitively correctly repeats words back to children when they mispronounce them and provides a dialogue throughout activities. Children talk with confidence to the childminder who listens with interest to what they have to say.

Children's independence is promoted well as the childminder teaches children how to use the toilet, wash their hands and put on their shoes. Children have free choice of play, for example, the childminder organises the environment to enable children to self-select indoors and outdoors. Children behave well in response to the childminder's consistent support.

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

- The childminder is very reflective and knows her own strengths and areas she would like to develop further. She attends a range of training that is relevant and supports her own continued professional development.
- The childminder has established very positive relationships with parents. They speak highly of the childminder and the good-quality care and education she provides. The childminder keeps them informed about their children's progress. She sends out regular messages about activities and events. This helps parents to support children's learning at home. The childminder obtains some basic information from parents about what children know and can do when they first start. However, this is not thorough enough to precisely tailor children's next steps in learning to inform early planning.
- The childminder supports children to understand the boundaries and expectations of the setting. She is a very good role model for them. For example, she encourages even the youngest children to share and take turns. As part of children's personal, social and emotional development, they learn how to manage their own feelings and emotions.
- The childminder interacts well with children. She uses effective questioning to check what they know and identify misconceptions. For instance, as children

paint, she asks them to name the colours. When children answer incorrectly, she sensitively corrects them and repeats the colours. Children demonstrate they are proud of their achievements. This helps them to remember more and gain further knowledge.

- The childminder has completed all mandatory training to ensure that she has a good knowledge and understanding of how to promote children's safety and welfare. She has good links with other professionals, including other childminders. They meet regularly to discuss changes in legislation and practice issues. This enables the childminder to evaluate her practice and continually drive for improvement.
- Overall, the childminder supports children's health and well-being effectively. Children benefit from regular fresh air and exercise through visits to the park and playing in the childminder's garden. They are encouraged to follow good hygiene practices, such as washing their hands before meals. However, the childminder is not fully consistent in meeting her aims to help older children make healthy choices in relation to food.
- Children benefit from good opportunities to develop their understanding of the world. For example, the childminder plans visits to the farm for them to learn about animals and she provides activities for children to be aware of the differences of people in the community.
- The childminder uses the required progress checks when children are two years old to assess their learning and measure progress. She shares this information with parents and carers and encourages them to further liaise with health visitors. The childminder confidently identifies any gaps in children's development and provides them with personalised next steps to ensure that they do not fall behind in their learning.

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:

- strengthen the arrangements to identify children's interests and abilities to plan for their learning from the outset
- extend the support for children to gain a better understanding of the importance of making healthy eating choices.

Setting details

Unique reference number	EY254102
Local authority	West Berkshire
Inspection number	10346975
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 August 2018

Information about this early years setting

The childminder registered in 2002. She lives in Pangbourne, near Reading, Berkshire. The childminder operates all year round, from 8am to 5.30pm, Tuesdays, Wednesdays and Thursdays. She has a relevant qualification at level 3. The childminder receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Chris Lamey

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 her early years provision, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector reviewed a planned activity with the childminder.
- The inspector considered the views of parents through written testimonials.

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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