

Childminder report

Inspection date: 2 December 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy spending time with the friendly, caring childminder. They show a great sense of belonging and make strong attachments in the setting. For example, babies transition seamlessly from their parents. Older children have the confidence to play, learn and explore throughout their day, checking in with the childminder when they need it. The childminder sensitively reminds children of the boundaries and routines throughout the day to promote positive behaviour. Children immediately respond to and instinctively follow her expectations. As a result, children show good behaviour and attitudes to each other and the childminder.

The experienced childminder provides a calm environment for children. She plans her curriculum well and ensures that activities are planned with children's interests in mind. She uses the local area to provide tailored opportunities for children to learn and develop. For example, children benefit from walks to local open spaces and the library, and go on outings to toddler groups or to feed the ducks. These varied experiences help children to mix with other people and support their understanding of the world. Children make good progress from their starting points. The childminder monitors their progress regularly to ensure that she is building on what the children already know and can do.

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

- The childminder has made necessary improvements to raise the quality of care and education. For example, she has extended children's independence and self-care skills and has developed a deeper knowledge and understanding of the early years foundation stage statutory requirements.
- The childminder knows the children well and provides a balanced curriculum for them. She offers home visits and collects information from parents when children start, which she uses to understand each child's stage of development. This helps her to focus her teaching on what children need to learn next.
- Overall, the childminder supports children to develop their communication and language skills well. For example, she encourages back-and-forth conversations and asks age-appropriate questions to encourage children to talk about their play. Two-, three- and four-year-old children demonstrate very good understanding and language skills as they confidently communicate. However, during some group activities, the childminder does not give children enough time to think about how they want to respond and extend their problem-solving skills. Furthermore, on occasion, while the more confident children quickly voice their ideas and knowledge, the childminder does not always consider encouraging those that are quieter and less confident to talk and express themselves equally.
- Children enjoy their chosen activities and remain interested in them for good

periods. For example, when the childminder prepares a story bag activity, children become highly engaged and explore the different objects and soft toys with great interest. As the childminder reads a familiar story, 'The Tiger Who Came to Tea', she regularly pauses and encourages the children to make predictions and to act out the story using props. The childminder provides children with plenty of praise and encouragement. This helps to boost their self-esteem and confidence.

- Children's good health is promoted well. Children enjoy playing and exploring outside. They benefit from healthy snacks and meals that are provided by their parents. The childminder reminds children of the importance of staying hydrated.
- The childminder helps children to learn about diversity and people from around the world. For example, children explore a range of festivals and celebrations. This helps to broaden children's knowledge about different cultures and communities.
- The childminder promotes positive relationships with parents. She shares information about the progress that children are making in her care and a summary of the activities on a daily basis. She understands that parents play a vital role in continuing children's learning at home.
- The childminder understands the importance of professional development opportunities and is keen to build on her existing knowledge. However, other than mandatory training, the childminder does not fully target professional knowledge and teaching to further enhance her skills. Nonetheless, the childminder evaluates and reflects regularly on her provision and is committed to making continuous improvements.

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 opportunities for children who are less confident in speaking to talk and express themselves greater
- consider giving children more time to respond to questions and use their problem-solving skills
- develop reflection processes to clearly identify and extend the programme of professional development.

Setting details

Unique reference number	EY276349
Local authority	West Berkshire
Inspection number	10358431
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	4 July 2024

Information about this early years setting

The childminder registered in 2004. She lives in Purley on Thames, Reading, Berkshire. She operates her service from Monday to Friday, all year round. The childminder holds a level 3 childcare qualification. The childminder receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- The childminder showed the inspector the premises to understand how the early years provision and the curriculum are organised.
- A joint focus activity observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning.
- The inspector explored the evidence of the suitability of all those living in the household. She also sampled documentation, including evidence of paediatric first-aid training.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.

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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