

Childminder report

Inspection date: 4 September 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 warm and nurturing home-from-home environment. She spends time getting to know children. Consequently they settle quickly and feel safe and secure in her care. Children demonstrate strong bonds with the childminder and their friends. They confidently select activities of interest and negotiate well with others. For example, they share ideas and set up a picnic as part of their pretend play. The childminder fosters opportunities such as these, to build on children's understanding of leading a healthy life style.

The childminder plans a well-sequenced curriculum that places a strong focus on children's personal, social and emotional development. She uses familiar routines and activities to help children know what happens next. Children are self-assured and show good independence skills for their young age. They help to tidy away toys and put out the chairs ready for their snack. They show good hand-eye coordination and learn how to use tools safely as they cut up their fruit, for example. Children gain a wide range of skills in readiness for their move to the next stage in their education.

The childminder has high expectations for children's behaviour. She talks to them at a level of their understanding and sensitively reminds them to share and take turns. She praises children for their good behaviour and kind manners. This boosts their self-esteem and confidence.

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

- The childminder regularly reviews her provision to help strengthen her setting. She maintains her professional development well and keeps up to date with latest legislation. She regularly meets with other professionals in the local area and shares good practice ideas.
- The childminder accurately assesses children's ongoing development. She is passionate about children's well-being and plans a curriculum that is child led and reflects their personal needs and interests. However, her planning does not consistently target the developing speech and pronunciation skills of children, to help build on their language and communication skills even further.
- The childminder skilfully builds on children's mathematical development. She incorporates mathematical ideas into different types of play. For example, as children build constructions, she enhances their understanding of shape, size and colour. The childminder regularly counts with children. This helps to develop their understanding of number and calculation.
- The childminder is a good role model. She has a calm and gentle approach and is respectful as she communicates with children. When small disputes occur, she sensitively gives them encouragement to resolve these on their own. Children

behave well. They demonstrate high levels of patience for their young age and are kind to their friends.

- Children have many opportunities to learn about the wider world. For example, the childminder takes them to various groups in the community. This gives them new experiences and allows them to meet other people and learn about the world around them.
- The childminder places a strong focus on children's safety and well-being. For instance, she incorporates activities that help children learn how to stay safe when crossing roads. She talks to them about personal care and the importance of applying sun cream in warm weather. Children show a good understanding of why they need to wear sun hats and the importance of drinking water to stay hydrated.
- The childminder promotes children's health and well-being effectively. For instance, children build on their stamina as they practise new skills in the garden. They delight in outings to woodland spaces, where they learn to take safe risks as they climb trees for example. The childminder provides children with a wide range of healthy snacks. This builds on their understanding of choosing healthy options. Children use words, such as 'delicious' and enthusiastically ask for more.
- Partnerships with parents are strong. The childminder seeks information from parents on their abilities when their children first start. She uses this data to help form her initial assessments. The childminder continues to share regular information on children's on-going progress, alongside ideas on how they can continue their children's learning at home. Parents are highly complimentary about the childminder and the service she provides. They comment on the progress their children make while in her care.

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 further the support for children to develop their speech, vocabulary and language skills even further.

Setting details

Unique reference number	EY339022
Local authority	West Berkshire
Inspection number	10350932
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	17 September 2018

Information about this early years setting

The childminder registered in 2006. She lives in Calcot, near Reading, Berkshire. The childminder operates Monday to Friday, from 7am to 5.30pm, all year round. She offers funded early education for two-, three- and four-year-old children. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the implementation of the curriculum during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took into account the written views of parents.

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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