

Childminder report

Inspection date: 3 October 2023

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 happy and settled in the childminder's home. Their learning and development benefits from the good relationships they have with the childminder and her assistants. Children have many opportunities to build on their independence skills. For example, the childminder encourages them to do things for themselves, like wiping their noses. In addition, she inspires them to understand responsibilities, such as helping to tidy up. Children enjoy the activities on offer. They demonstrate good concentration skills as they play and explore.

The childminder knows the children in her care well. She meets their needs and provides activities that capture their interest and support the curriculum. For example, she provides board games for children who love to play with these, to captivate their interest. She then uses these games to support their next steps; for example, counting, sharing and management of feelings. The childminder promotes children's communication and language development well. She consistently talks to children about what they are doing and introduces new words and information to them. This supports their speech, understanding and developing vocabulary effectively. Children receive consistent praise and encouragement from the childminder, which in turn promotes their self-esteem.

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

- The childminder offers a welcoming environment to children. She provides a broad range of activities that help children to progress in their next stage of learning. The childminder provides consistently good teaching to children and offers them choices about what they would like to do. She knows what she wants children to learn and implements her learning intentions effectively to support children's development.
- The childminder supports children well to build on their language skills. They enjoy listening to stories from the wide range of accessible books and have fun singing songs. The childminder actively engages children in conversations that help them to recall past events and build on their knowledge and understanding. For example, as they pick the tomatoes grown in the garden, children recall excitedly how they know tomatoes are fruits as they have seeds. They proceed to tell the inspector that they know this from when they were researching facts about olives.
- Children benefit from regular outings, where they get to travel on the bus to local parks and the library. This supports their awareness of the world and social skills effectively as they interact with other children and adults. However, the childminder does not always help children to learn about their own heritage and explore the similarities and differences between themselves and others in the world around them.

- The childminder helps children to understand the importance of following good health and hygiene routines to keep them safe. For instance, children are taught the importance of catching their coughs, how to dispose of dirty tissues and the need to wash their hands. Children help to prepare their own snacks and learn how to keep themselves safe while doing this. For example, the childminder reminds them how to handle and use knives safely when they are using these to cut their apples for snack.
- The childminder is a good role model to the children. She teaches and reinforces good behaviour methods accordingly, such as sharing and good manners. These are seen to be adopted by the children well, as they sit patiently and remind the childminder it is her turn to spin the wheel on the game.
- Parents comment positively about the childminder and her assistants. Parents clearly value how hard they work and comment on how approachable and supportive they are to their children's development. The childminder understands the need to work with other professionals involved in the children's care and education. However, she does not make the best use of all opportunities to do this successfully.
- The childminder is reflective and evaluates the quality of her setting well. She has regular supervision meetings with her assistants and is currently developing her own knowledge and understanding of child development through ongoing professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her roles and responsibilities for safeguarding. She is aware of the signs and indicators of abuse and knows how to make a referral should a concern arise about children or adults. The childminder and her assistants ensure that they regularly update their knowledge of child protection through appropriate training. The childminder ensures that her premises are safe and secure. She uses relevant safety equipment to minimise risks to children. The childminder supports children's awareness of how to stay safe, such as reminding them of the green cross code when they are out walking.

What does the setting need to do to improve?

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

- extend children's knowledge and understanding of the similarities and differences between themselves and others, to further develop their awareness of diversity
- strengthen partnerships with other early years settings that children attend to develop more effective ways to share information about their learning and development.

Setting details

Unique reference number	EY339243
Local authority	West Berkshire
Inspection number	10289299
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	3 to 9
Total number of places	12
Number of children on roll	21
Date of previous inspection	20 November 2017

Information about this early years setting

The childminder registered in 2006 and lives in Newbury, West Berkshire. She works with one main assistant, who has an early years qualification at level 3, and three other assistants who provide supply cover. The childminding service operates daily, throughout the year, from 7.30am until 6pm. The childminder has an early years qualification at level 3.

Information about this inspection

Inspector

Tracy Bartholomew

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 provision.
- The childminder explained the curriculum during a learning walk with the inspector.
- 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.
- Parents' views were gathered through available letters left for the inspector.

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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