

Childminder report

Inspection date: 12 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. Children demonstrate they feel safe and secure and happily engage in activities with their friends. They show high levels of curiosity and become absorbed in their play. For example, very young children focus intently until they successfully connect magnetic vehicles together. They group them into different categories and match them to the correct pictures. This supports their mathematical understanding.

The childminder plans a well-sequenced curriculum. She places a strong focus on developing children's understanding of the wider world. Children delight in outings to charity shops to buy toys. They grow fruit and vegetables and visit local shops to choose their own healthy snacks. This supports their understanding of where food comes from. The childminder takes children on walks to the river to feed the ducks. She teaches them how to manage their personal safety, such as how to stay safe around water.

The childminder is a good role model. She is calm and patient and gently reminds children to use 'kind hands'. Older children show empathy and general concern for their younger peers. For instance, they naturally tell them to be careful when they use scissors during craft activities. They show kindness to others and take their friends plates to the kitchen when they have finished eating.

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

- The childminder accurately assesses children's learning and knows what children can and cannot do. Following training, she has rearranged her environment to focus more on children's interests and next steps in their development.
- The childminder is generally supporting children's developing language and communication skills well. However, on occasion, she does not focus on opportunities to challenge them further. For example, at times, when children show curiosity and ask questions, the childminder is quick to give them an answer and does not follow on the conversation. This does not give children time to think through and express their own thoughts and ideas.
- The childminder supports children's mathematical skills effectively. For example, she encourages them to count the plates and cups as they help to set up the table at lunchtime. Children enjoy singing number rhymes with the childminder. They roll play dough into balls and show an understanding of shape and size.
- The childminder has high expectations for children's behaviour. She has a good understanding of their emotional needs and gives them gentle reminders, such as to share, at a level of their understanding. She gives consistent praise for children's successes, which helps to build on their confidence and self-esteem.
- The childminder develops children's independence skills well. She inspires

children to tidy away toys, using strategies such as the tidy-up song. Children manage their personal care needs independently and wash their hands correctly. For instance, they help to chop up their own fruit and learn how to use safety knives safely.

- Children benefit from a childminder that places a strong focus on the importance of leading a healthy lifestyle. The childminder provides children with a variety of healthy snacks. Children thoroughly enjoy their food and actively engage in discussion about their tastes and nutritional benefits. The childminder ensures that children have access to fresh air every day. Children build on their stamina as they move around on ride-on toys. They develop new skills on the diverse range of apparatus at local parks.
- Partnerships with parents are strong. The childminder gathers detailed information on their child's abilities when they first start at the setting. She continues to share information on children's progress and offers parents guidance on how to continue with their child's learning at home. This helps to support continuity in children's care and ongoing development.
- The childminder regularly evaluates her provision to make improvements. She updates her professional development, such as through on-line training and attending forums. The childminder meets with other professionals in the local area to share good practice ideas. This helps her to keep up to date with latest guidance and legislation.

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:

- use opportunities as they arise to extend children's vocabulary and use of language.

Setting details

Unique reference number	EY362650
Local authority	Reading
Inspection number	10354882
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 November 2018

Information about this early years setting

The childminder registered in 2007. She lives in Caversham, Berkshire. The childminder operates all year round, from 7am to 5pm, Monday to Thursday, and from 8am to 12pm on Fridays, except for bank holidays and family holidays. She holds a childcare qualification at level 3.

Information about this inspection

Inspector
Jane Franks

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the Early Years Foundation Stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector took account of 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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