

Childminder report

Inspection date: 9 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 form strong bonds with this warm and welcoming childminder. She responds caringly to their needs, helping children to feel safe and secure. She notices when they are tired or unsure of visitors and offers reassurance. This helps children grow in confidence.

The childminder provides a range of interesting and engaging activities that the children can choose from. For instance, children learn about different feelings and emotions through discussion and matching different facial expressions. The childminder knows her children well and uses this knowledge to plan activities that help them achieve their next steps in learning.

The childminder teaches the children about diversity. She provides a range of resources that reflect society, not just about the community where they live. Children learn about festivals and beliefs, for example trying different food and exploring objects, such as chop sticks. Children build an understanding of what makes them different and similar to others.

The childminder helps support children's independence. Children cut their own fruit and put on their own shoes and coats. The childminder knows how much support to provide. For example, a child is learning to fasten his zip, so the childminder demonstrates how to put it together and then encourages the child to pull the zip up. This helps children build on what they can do.

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

- The childminder provides a rich and varied curriculum supporting all areas of learning. She tailors her teaching to the different aged children she cares for and extends their learning by providing additional challenge. For example, the childminder provides large cotton reels for younger children to thread and more complex threading cards for older children. Children make good progress in line with their developmental needs.
- Children learn early mathematical skills. The childminder encourages children to count as they play and explains how they can identify numerals by counting the objects displayed alongside them. This helps children understand early mathematical concepts and build on their existing skills.
- The childminder uses play opportunities to introduce new language to the children. For example, while learning about 'The Hungry Caterpillar', the children learn what a cocoon is and that the caterpillar stays in the cocoon for up to two weeks before emerging as a butterfly. The childminder adapts her language according to each child's level of development. She simplifies her language when speaking to younger children and gives them time to respond. Children develop

good early communication skills.

- Children develop their mark-making and pencil control skills. However, the childminder does not make the most of opportunities to enable children to express themselves creatively. For example, some art activities are planned and designed by the childminder, limiting children's opportunities to express their own ideas.
- Children have regular access to the outdoors. In the well-resourced garden, they grow plants and learn what plants need to survive. The childminder takes the children on regular outings in the community, such as the local park and places where they meet farm animals. Children enjoy being active and learning about the natural world.
- Overall, children's behaviour is good. For example, they help the childminder tidy the toys and work as a team to carry things to another room. The childminder generally addresses any negative behaviour, however, she sometimes misses opportunities to help children understand behavioural expectations.
- The childminder works closely with parents and other providers. She shares information to provide consistency when planning and supporting children's learning. The childminder keeps parents up to date with their children's progress. She provides regular feedback and informs them of what the children are learning. This helps parents continue the children's learning at home.
- The childminder keeps her knowledge up to date with continuous professional development. For instance, she is currently participating in the government funded Early Years Professional Development programme to help enhance her practice. This gives her confidence when offering advice and support to parents to help their children's development.

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:

- develop strategies to support behavioural expectations so children gain more understanding of acceptable behaviours
- strengthen creative activities to encourage children to experiment and develop their own ideas.

Setting details

Unique reference number	EY386711
Local authority	West Berkshire
Inspection number	10350960
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 11
Total number of places	6
Number of children on roll	19
Date of previous inspection	20 September 2018

Information about this early years setting

The childminder registered in 2009. She lives in the rural village of Brightwalton, near Newbury. She provides care Monday to Friday, from 7.30am to 6pm, and operates all year round. She offers funded education for two-, three- and four-year-old children. The childminder holds a relevant qualification in early years at level 3.

Information about this inspection

Inspector

Nina Fortuna

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting and the inspector took account of their views.

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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