

Childminder report

Inspection date: 5 February 2020

Overall effectiveness	Good
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The quality of education	Outstanding
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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 is kind, friendly and welcoming. She offers a nurturing environment and children build strong attachments with her. The childminder gains information from parents about children's care and learning needs. This enables her to plan focussed activities for them from the outset. Children are happy, content and settled within the childminder's care. They show they feel safe and explore her home with confidence.

Babies and children are extremely motivated to learn. This is demonstrated when babies become completely absorbed in sensory activities for long periods of time, helping them to develop their concentration extremely well. Older children show an eagerness to use letter sounds in their everyday play. For example, they find letters, sound them out successfully and link them to words. The childminder promotes children's communication and language development highly effectively. For instance, babies babble and make eye contact in response to interactions, and older children extend their vocabulary and form sentences remarkably well.

The childminder provides children with clear guidelines to support their good behaviour. For example, she encourages children to be kind and respectful towards each other. Children respond well to the childminder's gentle reminders about being polite and they behave well.

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

- The childminder's high-quality teaching helps children to build their skills and knowledge extremely well. This helps to support their future learning and prepares them exceptionally well towards their move to school.
- Children benefit from an extremely exciting and diverse learning environment. The childminder takes account of children's different ages and stages of development. This enables babies and children to access activities that are incredibly well planned and tailored precisely to their individual learning needs. This is illustrated very well as she implements highly effective experiences to promote babies' physical skills. She ignites babies' curiosity as she starts to play with tiny lentils and pasta and pour them from spoons. Babies rapidly move towards the activity. They pull themselves up to standing position and balance extremely well during the activities. Older children show excellent dedication towards enhancing their mathematical skills. For instance, they recognise number groups and start to add one more to each number, challenging their own counting skills.
- The childminder has high expectations for all children. She works effectively in partnership with parents and regularly shares information about children's development and activities. Parents feel involved in their children's learning and

comment very positively about the childminder.

- The childminder encourages children to complete simple tasks. For example, children are beginning to learn to put toys away before they get others out. This helps them to have a sense of responsibility.
- The childminder acknowledges that she needs to extend opportunities for outdoor learning further. She does not provide an equally exceptional range of exciting activities and resources outside, particularly for those children who prefer to learn outdoors.
- Children follow good hygiene routines. For example, they use individual, distinctive hand towels after washing their hands to prevent cross-contamination. The childminder provides nutritious snacks and well-balanced meals to promote children's healthy eating.
- The childminder is sensitive to children's needs, which helps to nurture their security and emotional well-being. Children happily explore the environment and are reassured that the childminder is nearby. The childminder is attentive to children's needs and helps them learn how to keep themselves and others safe.
- Although the childminder carries out ongoing professional development and self-evaluation, they are not always sharply focused on raising the provision to the highest levels possible.
- The childminder establishes good professional relationships with other settings that children attend. She regularly shares information about children's development to build strong consistency in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She demonstrates a strong knowledge of the signs and symptoms that children may be at risk of harm. The childminder completes training to refresh her safeguarding knowledge, which includes wider safeguarding issues, such as radicalisation. She has a detailed safeguarding policy with relevant contact numbers that she can access when necessary. The childminder carries out regular risk assessments of her home to ensure she provides a safe environment for children to play in.

What does the setting need to do to improve?

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

- strengthen continuous professional development and self-evaluation to help raise the standards of provision to the highest levels.

Setting details

Unique reference number	EY470634
Local authority	Wokingham
Inspection number	10066989
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 July 2016

Information about this early years setting

The childminder registered in 2014. She lives in Crowthorne, Berkshire. The childminder works from Monday to Friday, 8am until 6pm, for most of the year.

Information about this inspection

Inspector

Helen Harnew

Inspection activities

- The childminder and the inspector completed a learning walk of the childminder's home.
- The inspector observed children and the childminder and evaluated the quality of teaching and learning.
- Parents and children shared their views and the inspector took these into account.
- The inspector looked at relevant documentation.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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