

Childminder report

Inspection date: 23 April 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 are happy, settled and show high levels of emotional security. The kind and friendly childminder provides a warm, welcoming, and inclusive environment where children flourish. All children make good progress and develop the skills they need for the next stage in their learning. For example, they complete tasks independently, are keen to explore, investigate, find out about new things, and play harmoniously alongside others.

Children behave well. The childminder acts as a good role model and regularly praises children for their efforts, achievements, and positive behaviour. Children happily follow instructions given by the childminder. For instance, they tidy the toys after play. When they complete these tasks, they show pleasure in their achievements, such as telling the childminder, "All done".

Children demonstrate a positive attitude to learning and focus for long periods on activities that interest them. For instance, they have lots of fun as they use paint brushes and water to make marks on concrete. The childminder successfully uses these opportunities to extend children's existing knowledge. For example, when older children notice that grass floats on top of the water, she encourages them to add soil to see what happens. Children observe that the water has disappeared. The childminder explains to children that the water had been absorbed into the soil.

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

- The childminder supports children's communication and language well. Throughout activities she provides a dialogue and introduces new words to extend their vocabulary. Children who are learning English as an additional language are quickly broadening their vocabulary and repeat words in response to the positive interactions. Other children engage in lots of two-way conversations with the childminder and confidently talk about their previous learning experiences.
- The childminder encourages children's love of books and stories well, including through regular library visits. Children delight in listening to stories and notice the similarities and differences in what they see. For instance, they comment that snails and slugs are similar, however one has a shell and the other does not.
- Regular observations and assessments enable the childminder to quickly identify what children already know and can do, and pinpoint any gaps. However, she does not always use this information as precisely as she could, to help plan accurately for the next steps in children's learning. Therefore, some activities do not fully build on children's existing knowledge and skills.
- Children demonstrate kindness and respect towards others. The childminder

successfully promotes their social skills. For example, she ensures that children benefit from accessing activities within their local community, including attending playgroups. These experiences help children develop strong social skills.

- Children have lots of fun as they learn and enjoy the time they spend outdoors in the well-resourced garden. The childminder encourages them to follow their own interests. For example, children enjoy filling watering cans with water. When these overflow, older children comment that they look like volcanoes.
- Partnerships with parents are good. The childminder communicates effectively with them to ensure they are aware of their children's development. Parents comment that their children are always happy to attend the childminder's home and enjoy the many activities offered.
- The childminder supports children's mathematical skills well. During activities she encourages children to count, for example how many pieces of cake they have. Children identify that they have four pieces of cake and there are four people present. Therefore, there is enough cake for everyone.
- Overall, the childminder promotes children's well-being effectively. Children benefit from plenty of fresh air and exercise and follow robust hygiene practices. Parents are encouraged to provide healthy meals and snacks. However, the childminder does not consistently encourage children to consider how making healthy food choices contributes to their overall health.
- The childminder is committed to her ongoing professional development. She has recently completed training on how to better support children's emotional well-being. This has helped her to increase her understanding of the link between emotional security and children's overall learning and 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:

- use the information gained about children's progress more effectively, to plan precisely for the next steps in their learning
- make more use of everyday routines and activities to help children learn about the importance of making healthy food choices.

Setting details

Unique reference number	148289
Local authority	Wokingham
Inspection number	10335282
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	11 June 2018

Information about this early years setting

The childminder registered in 1991 and lives in Earley, Berkshire. The childminder operates from Tuesday to Thursday, between 8.30am and 6.30pm for most of the year. The childminder receives funding to provide free early education for children aged two and three years.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- This was the first routine inspection the childminder has 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 her evaluation of the childminder.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector took account of the views and comments of parents and also spoke to the childminder about her professional development and how she evaluates her provision.
- The inspector looked at the documentation used by the childminder, including evidence of the suitability of adults in the household, and training certificates.

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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