

Childminder report

Inspection date: 13 November 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 and settled in the care of the kind and caring childminder. They happily explore their surroundings, knowing that she is nearby if they need comfort or reassurance. The childminder interacts well with children and positive relationships between them are evident. For instance, the childminder provides lots of praise and encouragement to children for their efforts and achievements. These positive interactions help children to develop a sense of satisfaction in their own abilities.

Children demonstrate a positive attitude to learning. They focus for prolonged periods on activities that interest them and show pride in their accomplishments. The childminder teaches in a way that motivates children to learn. For instance, as children pretend to make 'burgers' the childminder encourages them to think about the ingredients they need to add. Children eagerly build the burgers and tell the childminder that these are huge.

Children benefit from many opportunities to be physically active as part of developing their overall health. The childminder's emphasis on outdoor learning, helps to promote children to enjoy an active lifestyle and contributes to their emotional well-being. For instance, she takes children on walks to local parks, woodland and open spaces. These experiences help children to develop their large muscle strength, balance, and coordination

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

- The childminder has constructed an ambitious curriculum to build on children's existing knowledge and skills and prepare them for the next stage of learning. On entry to her setting, she gathers information from parents to find out what children already know and can do. She uses this to plan for their next steps. The childminder completes regular assessments on children's progress. This enables her to quickly identify any emerging gaps and implement targeted support if needed. Children make good progress from their starting points.
- The childminder communicates well with children. She uses simple words and sentences to help build on children's understanding. The childminder uses repetition and says words clearly to help children to hear the correct pronunciation. Children rapidly build on the number of words they speak. They show a keen interest in songs, and rhymes and join in with the actions to these.
- The childminder's curriculum for physical development is good. Children are supported to develop the dexterity in their hands and fingers as they use pencils to make marks on paper. This helps to support children's physical skills that they will need for eventual handwriting.
- Overall, the childminder helps children to develop early writing skills. However,

she does not fully support the development of children's early reading. For example, she does not provide enough opportunities to read and share books and stories with children or consider how children can access a range of books independently.

- Children behave well. The childminder has high expectations for children's behaviour and conduct. She sets clear rules and boundaries to help guide children's behaviour. These include being kind and caring to others and respecting the toys and their environment. Children behave in an age-appropriate way. They play well alongside their peers and follow simple instructions from the childminder.
- The childminder has developed good relationships with parents. She gathers a wealth of information from them prior to the children starting. This information is used to make sure learning opportunities meet their current needs and interests. Parents comment that they appreciate the regular updates from the childminder and the many outdoor experiences she provides.
- The childminder reflects on her practice but has not fully developed it to the highest level. While she identifies her training needs, she has not found training opportunities that provide the knowledge and skills she seeks to improve on.

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:

- provide more opportunities for reading and sharing books and stories with children to support the development of their early literacy skills
- explore training opportunities further to update and extend knowledge and teaching skills to the highest level.

Setting details

Unique reference number	148583
Local authority	Wokingham
Inspection number	10363808
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 January 2019

Information about this early years setting

The childminder registered in 1989. She lives in Reading, Berkshire. The childminder works each weekday from 8am until 5pm, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector
Ingrid Howell

Inspection activities

- The inspector carried out a learning walk to discuss the childminder's curriculum, including how the childminder assesses and plans for children's learning.
- 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 spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for safeguarding children and the childminder's reporting procedures.
- The inspector took account of the views of parents through written feedback provided.

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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