

Childminder report

Inspection date: 1 May 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children make good progress with a childminder who is committed to providing an environment that is nurturing, calm and caring. As a result, children feel safe and secure in her care. Children are encouraged to make their own choices and decisions with toys and resources at their level to self-select from. Their independence is fostered in a variety of ways, which in turn builds their self-esteem and gives them a sense of achievement. For example, children chop their own fruits at snack time and learn how to use a knife safely.

Children form friendships from an early age and play alongside each other harmoniously. They learn to take turns and share with a childminder who role models expected behaviours, which children then mirror effectively. For example, when multiple children wish to sweep the floor, the childminder demonstrates how to use an alternative brush, and children copy her actions before they happily swap brushes with each other.

Children benefit from a variety of good-quality experiences that help them to make progress. For example, they experiment with different-sized brushes dipped in water to make marks on the outside wall. They receive plenty of praise and reassurance from the childminder, which spurs them on and gives them the confidence to try something new.

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

- The childminder implements a clear curriculum that focuses on children's interests and next steps in learning. Children are encouraged to revisit activities that enable them to practise the skills they learn and fully embed new knowledge gained. For instance, children fill and empty containers with cereal and then have opportunities later in the day to repeat this using water, promoting their coordination.
- Parents speak highly of the childminder and compliment her passion, honesty and daily handovers. They particularly like the variety of activities she provides and praise her calm nature. The good partnership working with parents enables the childminder to get to know the children well right from the start. She uses information gathered from parents effectively to ensure that personalised care routines are followed and that children's individual needs are met. For instance, children's sleep routines from home are repeated in the childminder's home.
- The childminder plays a fundamental role in the local childminding community and arranges weekly events at a local hall. These provide valuable opportunities for children to interact with peers and build social skills. As a result, children quickly learn to adapt to new environments and build resilience. However, the childminder is less effective at supporting children to learn about diversity and

the similarities between themselves, to fully equip them for life in modern Britain.

- There is a strong emphasis on outdoor play at this childminder's setting, and children benefit from daily outings to visit local meadows and the woods. They have regular opportunities to immerse themselves in nature and learn about the world around them while they use a variety of physical skills and their imagination to be creative. For example, children mix water and soil with sticks to create mud paint. This is extended further to include outings that support children's interest. For example, children walk to a local building site to watch the diggers and learn about the various vehicles on the site.
- Children learn about British values and develop a sense of what is right and wrong during their play. For example, children regularly display good manners and say 'please' and 'thank you' in response to others. They demonstrate an understanding of the house rules and refer to a poster on the wall as they name the sharing rule.
- Children learn how to protect the planet and support wildlife as they recycle items in day-to-day use. They learn to reduce waste and limit the amount of plastic in the environment. For instance, at mealtimes, children reuse milk cartons as watering cans and to wet paper towel for face wipes. After each meal, children dispose of food waste in their wormery and learn important life skills for their future. The childminder then engages in meaningful conversations with children to teach them interesting facts. For example, when children investigate the worms, the childminder explains how their bodies are covered in tiny hairs that help them to move.

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:

- strengthen opportunities for children to learn about people and communities that are different to their own, to further their awareness of diversity and the wider world.

Setting details

Unique reference number	159046
Local authority	Wokingham
Inspection number	10335537
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	8
Date of previous inspection	20 June 2018

Information about this early years setting

The childminder registered in 2001. She lives in Wokingham, Berkshire. The childminder operates Monday to Friday from 7.30am to 5.30pm, during term time. She operates Monday to Wednesday from 7.45am to 5.30pm, during school holidays. The childminder receives funding for free early years education for children aged three and four years. She has a relevant qualification at level 3.

Information about this inspection

Inspector
Claire Estcourt

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's development.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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