

Childminder report

Inspection date: 21 October 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

The childminder provides a welcoming home-from-home environment. Children are confident to make independent choices in their play. For example, some children sit at the table and draw with pencils, and other children engage in imaginary play with cars on the floor. Children are curious and show positive attitudes to learning. For example, they demonstrate good matching skills and spend time connecting a train track together. The childminder follows their interests and extends their learning further. She introduces new words in context, such as 'over' and 'under'. This supports children's developing speech and vocabulary.

The childminder's curriculum places a strong focus on children's developing independence and personal, social and emotional development. For example, children delight in weekly visits to toddler groups and enjoy outings to the library for story time. This supports their developing confidence to interact with others.

The childminder is a good role model. She is kind, calm and nurturing, which has a positive impact on children's behaviour. For instance, children show kindness to their younger peers. They are patient and naturally involve them in their play. At snack time, they hand them plates and help to prepare their food. The childminder praises children for their achievements, which boosts their confidence and self-esteem.

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

- The childminder regularly reflects on her practice to make improvements. She takes a positive approach to developing her skills and completes training to help update her knowledge. The childminder attends forums and shares good practice with other childminders in the local community. This helps her keep up to date with latest legislation.
- The childminder accurately assesses children's development on an ongoing basis. She uses this information to plan an ambitious curriculum that focuses on their learning needs. The childminder works closely alongside parents to help address any identified additional needs, such as speech delay. However, information-sharing with other settings children also attend is not consistent for all children in her care. This means that some children do not consistently benefit from a shared approach to their learning.
- The childminder supports children's communication and language skills well. Throughout activities, she models good conversational skills and introduces new vocabulary in context. Children express delight as they sing their favourite nursery rhymes. The childminder extends this further by adding props, which sustains their interest and enhances their developing vocabulary further.
- The childminder follows children's interest in books and stories. She reads to

them with enthusiasm and encourages them to recite words and phrases. Children listen closely and become absorbed in the story. They are confident to say which books they enjoy the most. This helps children develop a secure interest and love of reading.

- The childminder supports children's early mathematical skills. She uses a wide range of strategies to encourage them to count and think about number. However, the childminder does not foster opportunities to challenge children further, such as to support their understanding of shape and size. This means children do not consistently deepen their understanding of mathematical ideas.
- The childminder promotes children's physical development effectively. Children build on their stamina as they move around on ride-on toys. They delight in catching bubbles and practise throwing and catching balls. The childminder takes children to local parks, where they learn to take safe risks and practise new skills on larger play equipment.
- The childminder develops children's independence skills effectively. She encourages them to put on their own coats and shoes. Children persevere and try hard to do up the zips on their coats. The childminder offers them plenty of praise when they achieve their goals. Children are developing the skills they need in preparation for school.
- Partnerships with parents are strong. The childminder regularly shares information about their children's progress through daily discussion and digital media. She gives parents advice and guidance, such as with their child's bedtime routines and toilet training. Parents say the childminder goes above and beyond to support them with their children's care and ongoing learning at home.

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:

- build partnerships with all other settings that the children attend to share information and promote consistency in their learning and development
- strengthen opportunities for children to explore their early interest in mathematical concepts to further encourage this area of their learning.

Setting details

Unique reference number	159080
Local authority	Wokingham
Inspection number	10317324
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	3
Date of previous inspection	23 May 2018

Information about this early years setting

The childminder registered in 2001. She lives in Woodley, Berkshire. The childminder operates Monday to Thursday, from 7.30am to 5pm, for most of the year. She offers funded early education for two-, three- and four-year-old children. The childminder holds a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector took into account the written views of parents.
- 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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