

Childminder report

Inspection date: 23 May 2022

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 have strong bonds with the childminder and demonstrate that they are happy, secure and settled in her care. They snuggle up to read stories and relish their hugs and cuddles. Children enjoy the company of visitors and welcome them into the childminder's home. They are keen to show the inspector their favourite toys and pretend to make the childminder a cup of tea. Children are motivated to learn. They stir, tip and pretend to pour the tea, which helps to build the muscles in their wrists, hands and fingers. Children benefit from a childminder who fosters opportunities to promote their understanding of personal safety. For example, she pretends to blow the tea and uses phrases such as 'it is hot'.

Children delight in the healthy food the childminder provides. They enjoy a variety of fruit and vegetables and are keen to try new tastes and textures. Young children find their own flannels to wash their face and to dry their hands. This supports their understanding of how to manage their personal care needs. Children listen to instructions and find their own shoes ready for outdoor play. They benefit from consistent praise, which boosts their emotional well-being highly effectively. Children are making good progress from their starting points.

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

- The childminder knows children well and observes them as they play. Overall, she uses this information well to assess and plan for their learning. For example, children demonstrate good mathematical skills for their young age. They slot shapes through the correct holes and are learning to use numbers in their play, such as through singing nursery rhymes. Children build on their stamina as they ride on and manoeuvre tricycles up and down steps. However, at times, the childminder does not make the best possible use of opportunities for children to build on their skills outside.
- The childminder supports children's understanding of the wider world effectively. For example, children appreciate visits to the library to read and take out books. They enjoy weekly outings to groups in the community, which helps to build on their social skills. Children learn where food comes from and delight in outings to local shops to buy their healthy snacks.
- Young children demonstrate an interest in technology for their young age. They focus intently, slide switches and successfully turn on mechanical toys. Children build up their muscles as they pull back cars and watch them whizz across the floor. They press buttons, enjoy listening to music and practise moving in different ways. The childminder teaches older children how to stay safe, should they use digital media at home.
- The childminder promotes children's language and communication skills well. For example, she models words and mimics animal sounds as they engage in their

small-world play. Children sing songs and rhymes and name different parts of their bodies. They delight in looking at books and listen intently as the childminder reads their favourite stories.

- Parents say that their children love attending the childminder's setting and are happy in her care. The childminder communicates with parents regularly and shares children's next steps with them. However, she does not consistently seek information about children's abilities and ongoing progress at home, to help challenge children further and maximise their learning.
- Children behave well. They willingly share their toys and invite others into their play. Children communicate their needs and ask for support should they need it. For instance, they exclaim 'oh no' when playing with resources and ask the childminder to help fix them.
- The childminder reflects on her practice and frequently evaluates her setting. She seeks the views of parents and children and makes positive improvements to her provision. The childminder works closely with other professionals and shares good practice. She regularly updates her skills and knowledge and ensures she is up to date with the latest guidance and legislation.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs and symptoms of when a child may be at risk of harm, including signs of concerns such as witchcraft and breast ironing. She regularly attends safeguarding training and knows who to contact should she have any concerns. The childminder carries out daily risk assessments before the children arrive at the provision and keeps the premises clean and tidy. She supports children to develop a good understanding of their own personal safety. For example, she involves children in emergency evacuation drills and teaches them how to stay safe when crossing roads.

What does the setting need to do to improve?

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

- communicate more effectively with parents about children's ongoing development and abilities at home
- strengthen planning to provide children with even greater challenge to help them build on their skills outdoors.

Setting details

Unique reference number	EY252135
Local authority	Wokingham
Inspection number	10136997
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	0 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 March 2016

Information about this early years setting

The childminder registered in 2003. She lives in Finchampstead, Berkshire. The childminder works weekdays from 8am to 6pm, all year round, except for bank holidays and family holidays. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Jane Franks

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 her evaluation of the setting.
- The inspector observed interactions between the childminder and the children and reviewed the impact on the children.
- The childminder discussed children's progress and next steps with the inspector.
- Parents' views were taken account of by the inspector.
- The inspector sampled documentation, including evidence of suitability and children's records.

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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