

Childminder report

Inspection date: 24 January 2020

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

The childminder provides a warm and welcoming environment. She works closely with parents to identify children's initial starting points and capabilities. The childminder uses this information well to plan a wide range of learning experiences. Children enjoy the activities she provides and thoroughly enjoy their time at the setting. They show an awareness of their own personal safety and tidy away toys to help prevent any potential hazards.

The childminder models words clearly to help children learn the correct pronunciation and supports their ideas well as they engage in activities. For instance, as children focus on construction play, she asks them questions to make them think about what they are building. The childminder uses distraction effectively to prevent children from becoming upset or frustrated. She teaches them about important values, such as making choices and respecting one another. Children are starting to recognise the impact of their actions and respond positively to reminders from the childminder to share and take turns.

All children show a love of books, which helps to support their early reading skills. For example, children mimic animal sounds and talk about what they see. However, on occasions, the childminder misses opportunities to extend and challenge the individual learning needs of children.

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

- The childminder knows the children well. She observes them at play and makes accurate assessments of their achievements. This helps her support children to build on what they already know and can do. However, at times, the childminder does not adapt teaching strategies to ensure children consistently make the best possible progress. For example, although children are happy to engage in activities, she misses opportunities to challenge the differing abilities of each child. The childminder identifies areas where children may need further support and shares written assessment information with professionals at other settings that children attend. However, she does not follow this though as well as she could, to help maximise continuity and close gaps in children's learning as swiftly as possible.
- Children learn about healthy lifestyles. For example, they understand the importance of washing their hands. Children get plenty of fresh air and delight in regular outdoor play. They visit local parks and indoor play areas, where they can use the challenging play equipment to develop their physical skills.
- The childminder has strong partnerships with parents. For example, she holds daily discussions about children's development and values their suggestions on how she can support their children further. The childminder uses this

information effectively to help build on children's learning. Parents are extremely complimentary about the care provided by the childminder and the development their children are making.

- The childminder regularly evaluates her practice to make improvements. She focuses on these developments effectively to build on children's learning. For example, she has recently enhanced the range of mathematical activities she provides and this has had a positive impact on children's progress. The childminder shares good practice with other childminders, gaining information that helps her to improve the quality of her provision. She attends all mandatory training and seeks further training opportunities to help strengthen aspects of her practice further.
- The childminder promotes children's mathematical and literacy skills well. For example, children enjoy counting construction bricks and skilfully match colours and numbers. They use a range of resources to make marks, which helps to support their pencil control.
- The childminder places a strong focus on building children's social skills. Children interact well with the childminder and confidently express their ideas. For example, they initiate games as they engage in small-world play. They are patient, take turns and delight in rolling cars down the ramp. The childminder is a good role model and teaches children right from wrong. For instance, she calmly explains why it is important not to throw toys in the home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly attends safeguarding training and is clear about the signs, symptoms and indicators of abuse. She is aware of situations that present a risk to children, such as their exposure to extreme views. The childminder is aware of her responsibility to keep children safe from harm and completes robust and regular risk assessments of her home and for outings. This helps her to identify and minimise any potential hazards to children. The childminder plans outings well and is suitably prepared in the event of an emergency.

What does the setting need to do to improve?

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

- identify how to further adapt teaching in response to the differing abilities of children, to consistently challenge all children and provide them with the highest quality learning experiences
- strengthen partnerships with other providers to consistently support and complement children's care and learning experiences.

Setting details

Unique reference number	EY253395
Local authority	Wokingham
Inspection number	10137001
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 March 2016

Information about this early years setting

The childminder registered in 2003. She lives in Lower Earley, Berkshire. She cares for children between 7.30am and 4.30pm on Monday, Wednesday, Thursday and Friday, for the majority of the year. The childminder holds an appropriate childcare qualification.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- The inspector engaged with and spoke to children attending the setting.
- A tour of the property was undertaken.
- Written views of parents were taken into consideration.
- Children were jointly observed with the childminder.
- The childminder discussed documents, such as policies, procedures and assessment arrangements.

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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