

Childminder report

Inspection date: 16 September 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 benefit greatly from the childminder's nurturing approach. Those who are new settle with ease. They share their affection with the childminder by giving her plenty of hugs and smiles. The childminder makes it her priority to gain a thorough knowledge of children's interests and routines at home. She uses these details to understand and meet children's care needs well. For example, the childminder is quick to notice when babies are tired or hungry.

The childminder creates a varied curriculum that supports children to explore independently by selecting from a vast range of toys that are accessible to them. They freely move from one toy to another and begin to find their favourite ones. The childminder provides plenty of praise for children's efforts and achievements. She fully understands the importance of building children's confidence and self-esteem to support their future learning.

There are well-established routines in place. The childminder reminds children of what is happening next to help them become more familiar with the structure of the day. In this way, children are content and feel safe. The childminder takes children on regular walks to the park to enhance their emotional well-being further. They love to feed the ducks and sit on the swings while the childminder pushes them, enjoying the cool breeze on their faces. Children meet new people from all walks of life on their outings. This helps to promote their social skills.

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

- The childminder has an appropriate understanding of how young children learn. She is strongly committed to refreshing and improving her own knowledge. The childminder completes relevant training and applies what she learns to benefit children's outcomes significantly. For example, recent online training is beginning to change the way the childminder interacts with the youngest children. She allows them the time and space to explore independently, choosing more appropriate times to intervene to enhance their learning further.
- Children experience ample opportunities to be active and develop their physical skills. They show impressive hand-eye coordination skills for their age as they turn pages of a book and point at specific pictures that interest them. The childminder supports babies to strengthen their core muscles and begin to improve their balancing skills. Through practice and encouragement, they can pull themselves up to a standing position safely by holding onto furniture and moving along to another activity.
- Children's independence skills are given a high priority from the start. This is evident when the childminder offers the youngest children a spoon to have a go at scooping up the fruit from their plate. The childminder models using another

spoon correctly and children observe her intently. They then carefully move it from hand to hand to work out how to hold it properly. This shows children's immense commitment to learning new skills.

- A wide range of outings and real-life experiences are planned for children in the local area. This helps them to learn about the world around them. For instance, on their regular outings to the local park, children love to explore nature and wildlife. They get excited and point out different animals they see. When visiting the local supermarket, the childminder helps children to learn about different people, such as the cashiers and what their job entails.
- On the whole, the childminder supports children's language skills, such as when she usefully labels children's actions throughout the day. For example, when they stand she says 'up' and when they sit she says 'down'. However, she does not consistently use key words that are appropriate for the ages and abilities of children. For example, when babies push buttons on a shape toy, the childminder introduces lots of words and ideas. This makes it more difficult for the younger ones to grasp the meaning of new words and concepts.
- The childminder provides a fully-resourced learning environment, with many electronic toys for children to choose from. However, the childminder does not always organise the indoor environment to help children sustain their concentration and engage in meaningful ways. Although children have their favourite toys, they become easily distracted and disengaged when they have too many resources to choose from.
- The childminder builds trusted bonds with parents. She regularly updates parents by sharing photos and videos of their children's 'wow' moments. The childminder offers parents ideas to support children's learning at home. She invites parents to take home any toys their children enjoy playing with when they are in her care. This helps to ensure consistency in the care and education their children receive.

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:

- use key words more precisely to support babies and young children to improve their understanding and language skills further
- improve the organisation of the environment to help children sustain more focus and attention when they play.

Setting details

Unique reference number	EY305997
Local authority	Wokingham
Inspection number	10351262
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 8
Total number of places	3
Number of children on roll	1
Date of previous inspection	18 October 2018

Information about this early years setting

The childminder registered in 2005. She lives in Woodley, Berkshire. The childminder works Monday to Friday, from 7.30am to 5.30pm, all year round. She is eligible to receive funding to provide free early education for children.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the childminder carried out a joint observation of an activity.
- Parents shared their written views of the education and care their children receive.
- 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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