

Childminder report

Inspection date: 5 March 2025

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 safe and welcoming home-from-home environment for children. She is very caring and attentive to children's needs and supports their development well. The childminder introduces predictable routines that help children to feel safe and secure. For instance, they know that they need to wash their hands before eating. This supports children to understand what is going to come next and the importance of good hygiene routines. Older children recall that they wash their hands to remove germs they cannot see.

The childminder places high priority on supporting the children to manage their feelings and behaviour to take responsibility and develop their independence. Children are able to collect their personal belongings in readiness to go outside and learn to put on their shoes and coats. In addition, at mealtimes, children spoon out beans onto their toast and persevere to peel bananas. They take pride as they show the childminder their achievements.

Children become confident speakers from a young age. The childminder engages children in positive interactions, which supports their communication and language skills. She gets down to children's level, makes good eye contact and speaks clearly to them. The childminder takes care to rephrase and model correct pronunciation. Children learn to extend sentences as the childminder models and uses effective questioning techniques, giving children time to think and respond.

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

- Young children demonstrate they feel safe and secure in their environment. They confidently talk to visitors and show curiosity as they ask lots of questions as to the purpose of the visit. The nurturing childminder speaks respectfully to the children, who listen intently to her and follow instructions.
- The childminder has plans in place to support children who have special educational needs and/or disabilities (SEND). She works in partnership with other professionals and settings children attend. The childminder shares progress and uses strategies to build on social interactions and learning. For example, children learn to take turns and share resources with their peers.
- Children take part in daily story and song times. The childminder ensures that they have access to a wide range of books, helping to foster their love of stories. The childminder provides children with unique learning experiences. For example, they select corresponding pictures and 'feed' them to the pretend hungry caterpillar. They scream with delight as the childminder makes learning great fun.
- The childminder has a good overview of the curriculum and knows what she wants the children to learn. However, at times during some everyday routines

and activities, she does not always recognise when to promote or extend children's early interest in mathematical language and concepts.

- The childminder supports children to become confident in interacting with people in larger groups. She takes children on regular visits to toddler groups, where they encounter different people. Children are learning about other people in their community.
- The childminder knows individual children well. She seeks external feedback from professionals to help her meet children's needs effectively. The childminder considers children's ages, attendance pattern and stage of development when planning experiences for them. This helps children to be ready for their next stage in learning.
- The childminder is committed to developing her professional practice. She attends numerous training sessions and webinars, which help her reflect on her provision. For example, she has recently completed training to further help her to support children with speech and language delay. This supports the childminder to consistently extend her knowledge and further develop the learning opportunities on offer to children.
- Parents speak very highly of the childminder. They comment that they are kept well informed about the daily activities that their children are engaged in. The childminder has clear intentions for children's learning. This helps support learning at home. The childminder completes a welcome pack with parents on entry. However, she does not collect sufficient information and decide on children's starting points for their learning to inform her curriculum right from the start.

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:

- consider how to include more opportunities during children's play and routines to further develop their mathematical understanding
- engage parents fully in sharing information about children's starting points to inform the curriculum right from the start.

Setting details

Unique reference number	EY318883
Local authority	Wokingham
Inspection number	10376257
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 May 2019

Information about this early years setting

The childminder registered in 2005 and she lives in Wokingham, Berkshire. The childminder works each weekday from 7.30am to 6pm. She is in receipt of funding for the provision of free early education to children age nine months to four years. The childminder holds a qualified teacher status.

Information about this inspection

Inspector

Chris Lamey

Inspection activities

- The childminder took the inspector on a learning walk of her provision and explained her curriculum.
- The inspector took parents' written views into consideration.
- The inspector held a leadership discussion with the childminder.
- The inspector sampled a range of documents and children's records.
- The inspector observed interactions between the childminder and children indoors and outside.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on children's learning.

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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