

Childminder report

Inspection date: 21 March 2023

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 are happy, settled and show high levels of emotional well-being. They interact well with each other and with the childminder, who is kind and caring. Children of all ages eagerly explore their surroundings and make independent choices in their play.

Young children develop good social skills. They are polite, caring and use good manners. They happily play alongside others and respond quickly to instructions from the childminder. The childminder actively encourages them to share and take turns. For instance, she encourages older children to consider how many toys they have in comparison to others. Older children identify that they have more and share the toys so that they all have the same.

Children successfully develop the skills they will need for the future. They focus well during activities and demonstrate a positive attitude to learning. They show good skills in holding and using paintbrushes and other resources to make marks on paper. These early experiences help to develop their fine motor skills in preparation for writing. Older children have a good understanding of mathematics. They confidently use numbers and counting in their everyday play. For instance, as they look at familiar books, they count the number of animals they can see and match these to the corresponding number.

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

- The childminder has a good understanding of how children learn and develop. Before children start attending, she gathers information from parents to help her find out what children already know and can do. She regularly assesses children's learning to quickly identify any emerging gaps in their development. The childminder is aware of the importance of offering targeted support to help children catch up if needed.
- The childminder supports children's literacy skills well. She reads with enthusiasm, and children listen with interest to familiar stories. Overall, she uses these opportunities to check what children remember. For instance, children count and identify the fruits and other foods they can see in the book. However, she does not always challenge the most able children as well as she could, to help extend their knowledge and skills even further.
- Children demonstrate a good understanding of the importance of following robust hygiene practices. For instance, when the childminder tells children it is snack time, they comment that they need to wash their hands.
- The childminder has high expectations of children's behaviour. She provides them with consistent messages to help them understand the rules and boundaries. For example, she reminds younger children that they must not

throw toys or climb on furniture, as they may harm themselves or others.

- The childminder makes good use of her local environment to extend children's learning and meet people within their local community. For instance, they regularly visit parks, playgroups and the local library. Parents comment how pleased they are with the experiences offered to children. For instance, the children visit Windsor to lay flowers for the Queen.
- Children benefit from a range of opportunities to develop their understanding of the importance of leading a healthy lifestyle. For instance, they regularly visit parks and play in the childminder's garden. However, although children benefit from a nutritious diet, the childminder does not always talk to them about the importance of making positive food choices as part of leading a healthy lifestyle overall.
- The childminder has forged strong relationships with parents. She regularly updates them on the activities that their children have enjoyed and the progress they make. Parents report that the childminder provides a home-from-home environment, is fun, kind and very approachable.
- The childminder is proactive and takes steps to improve her practice. She completes regular online training and regularly meets with other professionals. She uses these positive experiences to develop her curriculum and meet the needs of all children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the procedures to follow in the event of a child protection concern. She recognises the possible signs and symptoms of abuse or neglect, including those relating to wider safeguarding issues, such as female genital mutilation. Regular checks on her home ensure that risks to children are minimised. The childminder supervises children closely, which helps to keep them safe. She regularly updates her safeguarding training and teaches children to recognise and manage possible risks, such as 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:

- make better use of activities and interactions so that the most able children are always challenged to make the best possible progress
- continue to support children to make healthy eating choices to help promote their understanding of how this contributes to their good health.

Setting details

Unique reference number	EY350355
Local authority	Wokingham
Inspection number	10263490
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	3 May 2017

Information about this early years setting

The childminder registered in 2007. She lives in Wokingham, Berkshire. The childminder works Monday to Thursday, from 7.45am to 5.45pm, for most of the year. The setting receives funding to provide free early education for children aged three years.

Information about this inspection

Inspector

Ingrid Howell

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 provider.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector sampled a range of documentation, including the childminder's paediatric first-aid certificate and public liability insurance.
- The inspector took account of the views of parents through written feedback provided.

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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