

Childminder report

Inspection date: 5 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children show high levels of confidence in the childminder's welcoming environment. They demonstrate that they feel safe and secure, showing a true sense of belonging. The childminder is calm and caring towards all the children. This helps them to feel valued and respected. Children demonstrate high levels of engagement and develop important social skills and an enthusiasm for learning. For example, children express their ideas as they decide to use loose parts and play dough to make 'cupcakes'. Children strengthen their hand muscles as they squeeze the play dough and learn to use cutters and rolling pins. This helps to strengthen the muscles in children's hands in preparation for early writing.

The childminder has a particular focus on teaching children about the natural world. Throughout the week, the childminder arranges outings to local parks and wooded areas to help children to appreciate nature. Children enthusiastically recall splashing in puddles during a recent walk to the local golf course. These experiences help children to develop a love of the natural world.

The childminder has very clear expectations for how children should behave at the setting. She uses books and stories to support children's understanding of their 'big emotions'. Children behave well, and minor disputes are quickly settled. They become increasingly independent and resilient to new challenges. For example, they confidently flip their coats over their heads ready for outdoor play.

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

- Children show an increasing love of books. The childminder reads with enthusiasm and encourages children to tell her what comes next in familiar stories. For instance, children enjoy discussing what the tiger will eat next in the story 'The Tiger Who Came to Tea'. They happily search for props to help them to retell the story in their own words. This helps to promote children's communication and language skills.
- The childminder has a positive attitude to her continued professional development. She accesses regular training and uses information from support networks to keep her knowledge up to date. For example, recent training has helped her to consider ways to incorporate science and technology into her curriculum.
- The childminder has created a curriculum that supports children's interests and builds on what they already know and can do. However, she does not consistently teach mathematical concepts to provide a wider range of mathematical experiences. For example, she does not weave in mathematical language effectively during children's play or the daily routine.
- Children's communication skills are well supported. The childminder talks to

children about what they are doing as they play and introduces new language to them. For instance, as children enjoy scooping sand, she introduces words such as 'squidgy' and 'sticky' as children observe the wet sand oozing through their fingers. This helps to broaden children's vocabulary by embedding new words through repetition.

- Children learn about healthy lifestyles. The childminder works with parents to ensure that packed lunches are healthy and nutritious. Children enjoy visiting the allotment and growing different fruit and vegetables. This helps to broaden their knowledge of where food comes from. However, the childminder does not give consistent messages regarding the importance of good personal hygiene. For example, older children are not consistently reminded to wash their hands after blowing their nose.
- The childminder makes regular observations of children's achievements. She uses assessment information to plan for what children need to learn next. This also helps her to identify and address any gaps in learning. The childminder understands the importance of acting promptly, supporting parents with the appropriate referrals and working closely with professionals.
- The childminder has strong relationships with the parents of the children she cares for. Parents speak very highly of the service that she provides. They comment that their children's language development has flourished since starting at the setting. The childminder supports home learning and provides advice to parents on subjects such as toilet training.
- The childminder is a warm and positive role model. She uses good manners when speaking to children. Children are kind towards each other and are beginning to demonstrate good manners, such as when asking for their favourite book.

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:

- enhance the curriculum for mathematics to encourage children to count and use mathematical language during their play
- strengthen hygiene practices to reinforce the importance of good hygiene routines.

Setting details

Unique reference number	EY397686
Local authority	Wokingham
Inspection number	10317337
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	24 May 2018

Information about this early years setting

The childminder re-registered in 2009 and lives in Wokingham, Berkshire. She operates for most of the year from 7.30am to 6.30pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children during term time only.

Information about this inspection

Inspector

Sarah Richards

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 their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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