

Childminder report

Inspection date: 8 May 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

The childminder provides a warm and nurturing environment for all children in her care. Children relate well to the childminder and show confidence when interacting with unfamiliar people. They show they are happy and feel very much at home. They illustrate this as they welcome visitors into the setting and make them a pretend cup of tea. Children are keen to explore and join in with the wide range of activities the childminder provides. For example, they express themselves as they make marks in different ways. They interact well with others and talk about their drawings. The childminder plans a curriculum that focuses on supporting children's language and communication skills. For instance, she provides a narrative as children engage in their activities. She is animated and reads children's favourite books with them. Children engage well and join in with the story.

Children play cooperatively and show kindness to others from a young age. For instance, they work together to move the stepping stones in the garden. Children are motivated to learn and practise their skills as they make their way across them. The childminder consistently praises children for their successes. This helps to build on their confidence and encourages them to persevere to achieve their goals.

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

- The childminder uses her assessments of children to help determine what progress they are making and what the next steps are in their development. For example, children have many opportunities to develop skills in grasping and holding. However, the childminder does not consistently use her knowledge of children to extend and build on their development. She does not consider strategies to challenge and enhance their learning even further as they engage in their play to help them make the best possible progress.
- There are strong relationships with parents. The childminder seeks detailed information from parents when children start at the setting. Alongside her own initial observations, this helps her to form an initial assessment of where children are in their development. The childminder continues to talk to parents about their children's ongoing progress. However, she does not share information about children's learning experiences in all other settings that the children attend. This would help her form a wider picture of children's overall development.
- The childminder is very active in her community. She regularly takes children to visit nearby parks, local farms and garden centres. This gives them opportunities to explore the wider world, for example. Children attend a range of groups and learn to socialise with others.
- The childminder regularly reflects on her provision to improve outcomes for children. She seeks professional development opportunities to help update her

knowledge and skills. The childminder attends webinars and mandatory training, such as paediatric first aid and safeguarding. She has formed a strong network with other childminders in the local community and shares good practice.

- Children behave well. The childminder is a good role model and encourages children to use good manners and to help tidy up the play area. When small disputes occur, the childminder supports children to come up with solutions. For example, when two children want the same toy, she helps them find another one and initiates games that help to engage them in play together.
- Children learn about the benefits of leading a healthy life style. The childminder offers them healthy choices at snack time and explains the nutritional benefits of eating fruit and vegetables, for example. She ensures children have daily opportunities for fresh air and exercise to help them practise and build on a variety of skills. For instance, children whizz around on ride-on toys in the garden and enjoy regular walks in the community.
- The childminder introduces mathematical concepts effectively. For example, she encourages children to think about number as they price up the pretend ice creams in their shop.
- The childminder involves children in risk assessments. For instance, she talks to them about why they need to place the stepping stones on soft ground. Children demonstrate an awareness of personal safety and explain to visitors that they need to be careful as their pretend cup of tea is hot.

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:

- strengthen teaching to build, challenge and enhance children's learning even further
- develop links with staff at other early years settings the children attend to share information and build the strongest picture of children's learning and development.

Setting details

Unique reference number	EY415122
Local authority	Wokingham
Inspection number	10335415
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 June 2018

Information about this early years setting

The childminder registered in 2010. She lives in Lower Earley, near Reading, Berkshire. The childminder's provision operates from Monday to Thursday between 7.45am and 6pm all year round, except for bank holidays and family holidays. She offers funded early education for two-, three- and four-year-old children. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector
Jane Franks

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 inspector observed the implementation of the curriculum during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took into account the written views of parents.

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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