

Childminder report

Inspection date: 7 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder has created a warm and welcoming setting, which supports children to feel safe and secure. The childminder has a good understanding of how young children learn and develop. She engages them in the curriculum by offering activities that ignite their interests. For example, the childminder knows that the children enjoy singing songs. She uses music-and-movement activities to encourage children to be active and develop their speech and language.

Children are taught to recognise and celebrate the similarities and differences between themselves and others. They develop a positive self-image and deep sense of belonging at this setting, where the childminder treats them like part of her family. The childminder broadens children's experiences with regular trips into the local community and to playgroups. This helps them to understand their local surroundings and learn about the diverse world we live in.

The childminder promotes mathematical development very well. She carefully weaves number, shape and size into all aspects of her provision. This means that children acquire early knowledge of mathematics in preparation for later learning. For example, children know that they have five fingers on each hand and that together they add up to ten. Older children count up to 15 as they place wooden eggs into a bowl. Younger children gleefully identify how many eyes and noses they have, pointing to them when asked.

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

- The childminder promotes healthy lifestyles. Hand hygiene and oral hygiene practice are embedded into the daily routine. Children wash their hands before eating and brush their teeth after breakfast. They have access to fresh drinking water and regular outdoor play. This helps children to build healthy habits and supports their long-term well-being.
- In addition to a healthy routine that promotes physical play and restful sleep, the childminder ensures that children eat healthy meals and snacks. She talks to parents about the healthy meals she provides that are nutritious and varied. This helps children to try a range of foods and develop good eating habits. The childminder talks to children as they eat, to make sure that meal and snack times are opportunities for social conversation.
- Partnership with parents is generally good. Parents comment that the setting feels like a 'home from home' and love the welcoming, relaxed environment. Children are progressing well in the childminder's care. However, parents are not always effectively informed about what the childminder is working on with their children, or how they can further support children's learning at home.
- Overall, the childminder has a good knowledge and understanding of each

child's progress and development. She uses assessments to identify how children are progressing and learning. However, next steps in children's learning do not consistently focus precisely enough on the needs of individual children.

- The childminder sensitively meets the needs of all children. She treats them with dignity and respect as they have their nappy changed, chatting and singing to them as she does so. The childminder is a good role model. She praises children and reminds them of good manners. Children behave well. They are learning to follow simple instructions and look after the resources as they carefully pack them away before lunch.
- The childminder helps children to value stories, as she places a key role for them within the curriculum. Children benefit from a multitude of books which help them to learn about the world around them. They also read and refer to books which teach them how to behave well. Children respond positively to the childminder's questions as she asks them to contribute and offer ideas. However, at times, younger children's voices are not heard, as older children speak over them.
- The childminder reflects on her provision and how she meets the needs of children and families. She regularly adjusts her setting so that children's individual needs can be met. The childminder regularly attends child protection and first-aid training, so she has up-to-date knowledge. She also undertakes other training opportunities so that she can develop her practice and improve support for children who attend her setting.

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:

- provide parents with more information about their children's progress and what they can do to extend children's learning at home
- identify more specific next steps for children's learning to target teaching with closer precision and help children make even better progress
- adjust the organisation and structure of group times to take into consideration the age ranges and individual needs of the children present, to enhance learning opportunities to the highest level.

Setting details

Unique reference number	EY419038
Local authority	Wokingham
Inspection number	10317338
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	24 May 2018

Information about this early years setting

The childminder registered in 2010. She lives in Wokingham, Berkshire. She cares for young children from 7.30am to 7pm, Monday to Saturday for most of the year. The childminder is registered to provide overnight care. She is in receipt of funding for the provision of free early education to children aged two, three and four years. The childminder offers before- and after-school care during term times. She holds a teaching qualification from Lithuania.

Information about this inspection

Inspector

Chris Lamey

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 childminder.
- The inspector spent time observing the quality of education and teaching.
- The inspector carried out a joint observation of an activity with the childminder.
- The childminder and the inspector completed a learning discussion together to understand how her provision is organised.
- The inspector considered parents' written feedback, views and opinions.

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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