

Childminder report

Inspection date: 21 February 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 and her assistant support children in becoming independent. They help them to put on their apron before a painting activity and to move their chairs carefully to the conservatory. Children are encouraged to wash their hands and dry them, before they eat their food. They learn to feed themselves during mealtimes and receive praise from the childminder and her assistant when they finish their lunch. Children are encouraged to take turns and be kind and caring to their friends. They help to tidy up when they are finished playing by putting the toys away.

Children learn good dental hygiene, including how to keep their teeth clean through the stories they listen to. The childminder and her assistant support children in developing their imagination when using the doctor's kit, for example, learning to care for each other if they are unwell. Children enjoy playing games, such as 'Ring a Rosie', and they follow simple instructions when playing 'Heads, Shoulders, Knees and Toes'. Children love to join in with the action songs. They hiss like a snake, roar like a lion and scream when they see a crocodile. The childminder and her assistant help children to become familiar with numbers by signing traditional nursery rhymes, such as 'Baa, Baa, Black Sheep'.

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

- The childminder and her assistant work well together. The childminder has recently begun to update her professional development, including her awareness of the changes to legislation. However, her assistant is less confident in the delivery of the early years foundation stage curriculum and how to support children's individual learning.
- The childminder knows the children and their families well. She uses their interests to plan and provide a wide range of activities to cover all areas of the curriculum. For example, children learn the names of the animals who live in the zoo, on a farm and in the jungle. However, on occasions, the childminder does not identify the intent for each child's learning well enough, so there is less focus on supporting their individual developmental needs.
- The childminder ensures that the premises are safe and suitable before the children arrive, both inside and outside. Risk assessments are completed and preventative measures are put in place to keep children safe. For example, a stairgate is pulled over when the childminder is in the kitchen to ensure that children cannot leave the lounge area.
- The childminder and her assistant encourage children to become familiar with the daily routine. Children pick up their chairs and carefully move them to the table to get ready for their mealtimes. Younger children learn to sit safely, as they are strapped into their highchair, while they eat their lunch. The childminder

plans activities to help children learn about a wide range of different cultures. For instance, they make and decorate fans for the Lunar New Year.

- Children behave well. They listen carefully and generally concentrate for long periods of time while participating in the activities that are provided. For example, while decorating houses for Mother's Day, they focus on their painting, and then they proudly show what they have accomplished. Children's emotional security is well supported by the childminder and her assistant, who are kind and caring. They learn to share and to take turns during their play and to be kind and caring towards their friends.
- The childminder and her assistant support and encourage children's communication and language. They read books to the children and encourage them to talk about what they see. The childminder and her assistant ask questions to help extend their language. During their play, children are learning new words, such as 'Dilophosaurus' and the names of other dinosaurs.
- Parents comment they are happy with the care and learning that are provided by the childminder. They can see the progress their child has made since starting at the childminder's setting, for instance, putting their shoes and coats on independently. The childminder supports parents in caring for their child by giving them advice, for instance, how to prepare them for potty training.

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:

- extend professional training for assistants to enable them to provide the best possible support for children's learning and development
- enhance planning so that the intent for children's learning is more focused on supporting their individual developmental needs.

Setting details

Unique reference number	EY438758
Local authority	Wokingham
Inspection number	10308362
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	6
Date of previous inspection	16 March 2018

Information about this early years setting

The childminder registered in 2012. She lives in Lower Earley, Berkshire. The childminder works with a registered assistant. She operates for most of the year, from 8am to 6pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Maria Conroy

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 provider and has taken that into account in their evaluation of the provider.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector carried out a joint observation of a group activity with the childminder.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.

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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