

Childminder report

Inspection date:

6 September 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

The childminder is professional, kind and welcoming. She provides a varied and well-resourced environment where children quickly engage in play. The childminder is very calm and nurturing, which helps children settle well. Children are happy, content and their behaviour is good. For example, the childminder reminds children to share toys with their friends. Children demonstrate that they feel safe and secure. The childminder knows the children well and supports their individual interests and needs. This helps to encourage children's personal, social and emotional development.

Children enjoy fresh air and exercise in the garden area. They develop their physical skills through activities such as scooping and pouring in the sand pit. The childminder supports this development further. For example, she takes children to the park to allow for the use of other physical skills, such as running and climbing. The childminder recognises that children were not able to socialise due to the COVID-19 pandemic. Therefore, she ensures that she takes them outside the setting to help develop social skills. For example, she attends toddler groups in the local area so that children can meet and interact with other children of different ages. All children make good progress, including children with special educational needs and/or disabilities.

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

- The childminder plans the learning environment based on children's interests and next steps in their development. She gains this information from observations of children and conversations with parents. For example, children with an interest in insects and nature have access to magnifying glasses in the garden. The childminder extends this learning further by allowing children to help care for the household pets. For example, she encourages children to look after and feed the guinea pigs in the garden.
- The childminder focuses on the development of communication and language. She uses different ways to support this. For example, she has conversations with children and asks them questions about toys they are playing with. The childminder also uses books to assist with developing this area further. For example, she reads a story to children and asks them questions about this, including the number and colour of an object in the story. They sing songs together after the story. However, on occasion, the childminder does not allow children to make independent choices, for example, she chooses the books they read and the songs they sing.
- The childminder has high expectations for behaviour and reminds children of the rules and boundaries within the setting. Children listen to instructions and respond positively to the childminder. The childminder works in partnership with

parents to consistently reinforce the same house rules to children. Children play well together and use their imagination to create an activity. For example, they use the play kitchen and food collaboratively to create a giant picnic.

- The childminder focuses on getting children ready for starting school by encouraging the use of certain skills. She supports children to be independent and confident in looking after themselves. For example, she supports children who are toilet training and works together with parents to achieve this. The childminder helps children understand their needs. For instance, she puts children's water bottles within reach so they can self-select them when needed and asks them to try putting on their own shoes.
- Parents are complimentary about the childminder and she effectively adapts her care to the needs of the individual child. Children are happy attending the childminder's and are always full of enthusiasm about their day. Parents say that the childminder promotes a healthy lifestyle. For example, she encourages children to eat healthy meals and snacks and brush their teeth afterwards. She gives them regular feedback about children's progress and development. The childminder keeps her early years knowledge up to date. She identifies training she needs and attends courses where necessary, ensuring that she gives children the best possible learning outcomes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding. She can identify signs of abuse, including neglect and radicalisation. The childminder can explain the process to escalate a concern about a child or an adult. She knows who to report this to and has contact details available when needed. The childminder has a thorough safeguarding policy which she asks parents to read and sign. She displays further advice on a noticeboard for parents to access easily if they have a concern. The childminder keeps her safeguarding knowledge up to date and identifies courses she needs to attend.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- provide more consistent opportunities for children to develop their independence and make their own choices.

Setting details

Unique reference number	EY466979
Local authority	Wokingham
Inspection number	10304939
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	0 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 February 2018

Information about this early years setting

The childminder registered in 2013. She lives in Wokingham, Berkshire. The childminder operates Tuesday to Thursday from 7.30am to 5.30pm, all year round.

Information about this inspection

Inspector

Lynne Murray

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 childminder.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder 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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