

Childminder report

Inspection date:

27 September 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's welcoming home. They feel safe and secure because they have positive relationships with the kind and nurturing childminder and each other. The childminder has high expectations of children's behaviour. This helps them to learn good manners. Children say 'please' and 'thank you' often and respond positively to the childminder and the daily routine. Children learn to share and the childminder praises children in a meaningful way that increases their self-esteem and emotional well-being.

The childminder helps children to develop their social skills. For example, she takes them to see other childminders and their minded children to enable children to mix with a variety of people. She takes the children to participate in local groups and on walks to explore the natural environment. Children have plenty of opportunities for fresh air and exercise.

The childminder builds her curriculum around children's learning needs. This results in children being effectively challenged and consequently, they make good progress in all areas of learning. For instance, the childminder provides small obstacles challenging toddlers to 'step over' and practise their core muscle and balance skills. Children display a can-do attitude to learning new things and acquire a good range of key skills in preparation for the next stage in their learning and development.

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

- Children are learning to lead a healthy lifestyle. The childminder encourages them to be physically active and ensures they follow good hygiene routines, such as washing their hands regularly. The childminder supports children's independence and encourages them to complete small tasks for themselves. For example, they are encouraged to take off their own shoes and put them away. Children are learning to get themselves down from the table when it is time. They have learned a strategy to do so safely.
- Children have plenty of opportunities to develop their physical skills. They enjoy climbing and balancing in the childminder's garden and long walks around the local lake. The youngest children feed themselves during mealtimes and the childminder provides nutritious meals and snacks.
- The childminder effectively helps children to develop their early literacy skills. Children can access a range of resources and enjoy making marks in a variety of ways. For instance, children give meaning to their chalk creations and enjoy experimenting, making different shapes and patterns with water on the garden patio floor.
- Overall, the childminder supports the children's communication skills well. She clearly emphasises key words in her interactions and introduces new vocabulary.

The childminder provides a narrative for the children's exploration and asks appropriately challenging questions. However, sometimes, younger children are not given the time to process questions and give their answers.

- The childminder communicates with other settings children attend. She shares what children are working on with her, and they work in collaboration with each other to provide children with a consistent approach to their learning and development.
- Partnerships with parents are strong. The childminder gathers detailed information about the children's routines, likes and dislikes. Parents are kept informed of the day-to-day events and know how their children are progressing. Parents are very positive about the care and learning the childminder provides. They comment that the childminder is 'kind', 'caring' and 'amazing' and appreciates the activities outside the home that their children access.
- The childminder reflects on the daily experiences of the children and considers the views of parents to help improve her practice. She attends training to ensure her knowledge is up to date and maintains links with other childminders. This provides her with opportunities to share good practice and hold professional discussions with others. The childminder is dedicated and passionate about the service she provides.
- The childminder ensures that the environment includes a range of books and resources and the childminder helps children understand people's differences and similarities. However, these are not targeted well to reflect the family backgrounds of those children who attend. Information about children's background and heritage is not always explored as effectively as possible.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has strong safeguarding knowledge. She understands how to recognise signs that children may be at risk of harm or extremist behaviour. The childminder has good knowledge of the procedures to follow in the event of any concern about a child. She also knows how to report any allegations made against herself or anyone in her household. She regularly risk assesses her home and garden to make sure all areas are safe for children to use. The childminder teaches young children to assess and manage risk for themselves.

What does the setting need to do to improve?

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

- enhance the opportunities young children have to respond to the questions asked, to help support their critical-thinking and language skills even further
- strengthen arrangements to use information about children's background and heritage to be able to reflect these positively and celebrate what makes children

unique.

Setting details

Unique reference number	EY468020
Local authority	Wokingham
Inspection number	10301622
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	18 January 2018

Information about this early years setting

The childminder registered in 2013. She operates Monday to Friday, from 7.30am to 5.30pm, term time only. She holds a relevant early years qualification at level 3. She receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Kimberley Luckham

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 showed the inspector around her childminding premises to understand how the early years provision and the curriculum are organised.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- A sample of documents was reviewed by the inspector.
- Parents' views were taken into account by the inspector.

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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