

Childminder report

Inspection date: 9 March 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder is kind and friendly. Children build strong bonds with the childminder and enjoy their time in her warm and welcoming home. The childminder gets to know children well. This helps them to settle confidently, quickly and happily into their play.

Children make good progress from their starting points. They demonstrate that they feel safe and secure and have a positive attitude to learning. They move around with ease and confidence, readily selecting toys and resources they want to play with, and show good levels of concentration during all activities. The childminder has high expectations for all children's learning. She has a secure understanding of the age, abilities and characteristics of the children in her care. The childminder uses the information she gathers from parents, and completes regular assessments, to check what children know and can do. The childminder has a good understanding of the importance of identifying any gaps in children's learning. She uses this information to plan suitably challenging activities to help them to progress further.

Children's behaviour is good. The childminder gives children meaningful praise for their good behaviour and individual efforts, supporting them well to develop a positive sense of themselves. She gives clear and consistent messages to children that support them to lead a healthy lifestyle. For example, children benefit from regular fresh air and exercise through regular visits to parks, and follow robust hygiene practices, including washing their hands regularly.

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

- The childminder shows skill in supporting children's language development. She focuses on this in her practice and provides many opportunities for children to hear language and to learn new words. For instance, she provides a commentary, models good conversational skills and introduces new vocabulary. Children are vocal and repeat familiar words and phrases in response to the childminder's warm interactions.
- The childminder skilfully helps young children to develop mathematical language and an understanding of numbers. She successfully weaves mathematics into children's daily routines and play. This is illustrated when she cuts up banana; she counts how many pieces there are and encourages children to repeat this.
- The indoor environment is well organised, and children can easily choose what they want to do. However, there are fewer opportunities for children who enjoy learning outside to participate in regular activities outdoors throughout the year.
- The childminder encourages children to develop independence skills, and children learn to take responsibility for completing small tasks for themselves.

For instance, they carry out various tasks, such as helping when dressing and tidying toys after play.

- The childminder has a good knowledge of how children learn and develop. She uses this knowledge well to provide purposeful play activities which engage all children. However, in her eagerness to develop children's skills further, she does not always allow them to follow their interests and occasionally interrupts their play. For example, she interrupts their concentration as she moves them on to different activities and experiences.
- The childminder is committed to her role and ongoing professional development. She makes good use of online courses, research and networking opportunities with other professionals to give her a deeper understanding of children's development.
- Partnerships with parents are good. The childminder regularly engages with parents and frequently discusses children's progress with them. She involves them in her self-evaluation and frequently asks them if they are satisfied with her service. Parents' written comments are very positive. They remark on how well the childminder regularly exchanges and shares information with them and report that their children love attending her setting.
- The childminder is effective at promoting children's understanding of differences and similarities beyond their own experiences. Children learn about the diverse communities they belong to and develop an awareness of the wider world. For example, they learn about different festivals and have plenty of rich opportunities to meet new people, such as through regular trips to the local library, cafes and shops.
- Children confidently develop the skills they need for their future learning. They listen attentively and respond to familiar stories, rhymes and songs. For example, they laugh with joy as they join in with the actions to familiar rhymes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge updated regularly through attending training courses. She can confidently identify the signs and symptoms which may indicate that a child is at risk of harm. The childminder keeps well informed of her local safeguarding procedures and knows who to contact if she has any concerns. She ensures children are continuously supervised while in her care and completes daily checks on her home to identify and eliminate potential risks. The childminder successfully helps children to develop an awareness of how to keep safe in an emergency. For example, they regularly practise leaving the home quickly, calmly and safely during routine fire drills.

What does the setting need to do to improve?

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

- enhance the provision for outdoor play so that children who learn best outside have stimulating and exciting learning opportunities throughout the year
- provide children with more uninterrupted time to engage freely with their play to enhance their learning to the highest possible level.

Setting details

Unique reference number	117085
Local authority	Wokingham
Inspection number	10136209
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	27 August 2015

Information about this early years setting

The childminder registered in 1997 and lives in Shinfield, near Reading, Berkshire. She operates her service all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The inspector and the childminder had discussions to help the inspector understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was completed with the childminder.
- The inspector asked the childminder questions throughout the inspection to establish the childminder's understanding of how to safeguard children and how she assesses and plans for children's learning.
- The inspector sampled written feedback from parents and took their views into consideration.
- The inspector observed the interactions between the children and the childminder and considered the impact on children's learning.

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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