

# Childminder report

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Inspection date: 2 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Children progress well from their starting points in this warm and welcoming environment. They happily explore a range of resources that are carefully chosen to match their interests. Children form secure relationships with the childminder, who is responsive to their needs. They share their ideas and are given opportunities to investigate and develop further. For example, children experiment with clothes pegs. They place them on their finger nails and say they have long nails. They show delight as they fix them in their hair and shake their head to make sounds.

The childminder has high expectations for children's behaviour and promotes good manners. Children behave well and show positive attitudes to learning. They are familiar with the routine and are supported to develop their independence skills. For instance, children are encouraged to cut fruit safely for snack.

The childminder promotes children's love for singing. They play with words from familiar songs and create their own. For example, children sing 'Twinkle, twinkle, little star' and add different words. This helps children to develop their early literacy skills.

During the COVID-19 pandemic, the childminder used social media to remain in touch with the families and ensure that bonds were maintained. She read stories and suggested craft ideas to keep children engaged.

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

- The childminder places a high priority on developing children's communication and language skills. Children speak confidently in sentences and ask appropriate questions. The childminder introduces new words and encourages the use of them in different situations. For example, she reminds children of the word 'gradient' to describe a slope when they play with toy trucks.
- Children are encouraged to recall previous learning. For instance, they look at photos of stages in a life cycle of a frog and remember that frogspawn turns into tadpoles. This helps children to retain information for future learning.
- The childminder pays good attention to children's health and emotional well-being. For example, children enjoy daily walks and bicycle rides in the local park. They recognise feelings of being frightened when they hear a loud noise. The childminder helps children overcome their fears by talking sensitively about them.
- Children develop good mathematical skills. They learn to count objects accurately and identify shapes in the environment through exciting activities, such as making fruit kebabs. Children learn to count the fruit slices in sequence

and name the different shapes and sizes.

- The childminder has a good understanding of children's individual needs. She tracks their progress well and identifies where there may be a gap in learning which needs to be addressed. However, on occasions, she does not ensure that her planning for children's next steps is sharply focused so that they are helped to achieve at a higher level.
- Children learn how technology can help to further their understanding of the world around them. For example, children find out how the remote control moves the toy truck.
- The childminder builds strong, trusting and informative relationships with parents. They report positively about the quality of care their children receive. The childminder shares information with parents on a regular basis through daily exchanges, use of photos and written progress reports. She has established close partnerships with local schools and nurseries where information on children's progress is shared. This supports children's continuity of learning.
- Children develop skills to identify potential risks and learn how to keep themselves safe. For instance, when they wash their hands, they learn how to get the water temperature 'just right'. They position the handle of the mixer tap in-between the blue and red markers so that the water is safe to use.
- Children learn about different cultures as they make and taste food from different cultures. For example, they taste sweet buns from Kerala. They also hear words from different languages, such as Malay. This helps children's understanding of living in a diverse society.
- The childminder reflects on her practice and keeps her knowledge up to date. She shares good practice with other childminders and completes regular training so that children in her care continue to feel inspired from new ideas and resources.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to safeguard children and protect them from harm. Her knowledge is updated regularly through training. She is able to identify potential signs and symptoms of abuse, including wider safeguarding risks, such as children being exposed to extremist views. The childminder has effective systems in place should she need to respond to a concern about a child's welfare. She carries out robust risk assessments to ensure that the environment is safe for children. The childminder teaches children the importance of being safe throughout the day. For example, they are taught to cut small grapes lengthways to minimise the risk of choking when they eat them.

## What does the setting need to do to improve?

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

- refine the planning of children's learning to consistently include their next steps for them to achieve at a higher level and to the best of their abilities.

## Setting details

<b>Unique reference number</b>	138850
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	10136270
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	3 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	30 September 2015

## Information about this early years setting

The childminder registered in 2000 and lives in Wokingham, Berkshire. She operates during term time from 8am to 5.30pm, Monday to Wednesday. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sonia Panchal

### 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector took account of written feedback from parents.
- The childminder provided the inspector with a sample of key documentation on request, including safeguarding documents.

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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