

Childminder report

Inspection date: 27 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder. They arrive keen to play and follow the routines easily. These support their developing independence as they take off their shoes and put these away. Children form positive relationships with the childminder and each other. They develop good social skills and, with support, they are learning to share and take turns. Children show care for others. For example, young children fetch their friends drinks and offer these to them. Children use good manners and say 'please' and 'thank you'.

Children's learning needs are known well by the childminder. Overall, the childminder provides good-quality interactions, activities and play experiences that link to children's learning needs. Children enthusiastically join in with the words and actions to songs and rhymes. They help make choices about what to sing and have fun, clapping their hands in response to their enjoyment. Children concentrate and maintain their interest well at activities. They spent a long time looking at books with the childminder, who repeats words to them clearly and talks about the pictures. This promotes children's communication and language skills well. Children develop their small and large physical skills securely. For example, children enjoy exploring dough with their hands, which helps to develop their muscles. This prepares children for future learning, including writing skills. Children ride on wheeled toys, strengthening large muscles as they use their feet and legs to move themselves along.

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

- The childminder makes learning enjoyable and children happily engage in activities and interactions with her. She mainly teaches children well. She encourages children to recognise colours and use numbers during activities. For example, children had fun and learned some simple numbers as they counted during a game of hide and seek. On occasion, the childminder is not fully consistent in her support for children's learning. For instance, when young children try to say words, she does not always repeat these back to help develop their language skills further. However, at other times, she repeats words clearly to children, which promotes their developing communication and language skills.
- The childminder demonstrates a positive attitude to developing her skills and knowledge. She has undertaken regular training since registration and has booked further sessions to build on this further. Overall, the training is helping the childminder to develop her knowledge and understanding of good early years practice. However, she is less aware of some areas of teaching. This includes her understanding of teaching phonics to children, to ensure she provides effective and age-appropriate support.
- The childminder communicates well with parents. She gathers information from

parents when children start. In addition, settling-in visits are offered to parents and children. This helps the childminder to understand and meet children's needs. The childminder shares and exchanges information with parents daily, for example, through verbal discussions, electronic messages and photos. This helps to keep parents well-informed and promotes continuity for children. The childminder gathers some information from parents about children's time spent at other early years settings that she does not have direct contact with. However, she has not fully considered how to make links with these settings, to promote a more consistent approach to meeting children's needs.

- The childminder promotes healthy lifestyles for children. Children learn about healthy practices, including regularly washing their hands. For example, they wash their hands on arrival, before eating and after playing in the garden. The childminder promotes healthy eating and encourages parents to provide healthy snacks and meals for their children. The children sit together to eat, which makes it a social occasion. Children are supervised closely by the childminder when they eat, which promotes their safety.
- The childminder provides consistent expectations to children. This helps children to learn how to manage their behaviour appropriately. The childminder models positive behaviours during her interactions with children, including using good manners and a calm voice. She praises children and provides them with warm care and affection. This promotes their self-esteem and confidence effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder supervises children closely at all times, indoors and outdoors. She completes risk assessments of her premises, including the garden, to help minimise risks and hazards. She provides clear boundaries to help children understand how to keep themselves safe. The childminder has a good awareness of a wide range of safeguarding issues, including the 'Prevent' duty. She demonstrates that she knows how to recognise and respond to any concerns about children's welfare. She understands how to refer concerns, for example in the event of an allegation being made against her or household members.

What does the setting need to do to improve?

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

- build further on knowledge and understanding of effective teaching, particularly about phonics and enhancing young children's developing language skills, to help extend children's learning more effectively
- develop links with other settings children attend, to communicate and share information about children's needs and to help promote a consistent approach to supporting these.

Setting details

Unique reference number	EY557143
Local authority	Wokingham
Inspection number	10175014
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Earley, near Reading, Berkshire. The childminder offers her service from Monday to Friday, all day, throughout the year except for family holidays.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- This was the first routine inspection the provider 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 spoke to the inspector about her intentions for children's learning.
- The inspector observed children's play, activities and routines, and their interactions with the childminder.
- Children interacted with the inspector during the inspection.
- The inspector reviewed documentation, including records of attendance.
- The childminder and the inspector held discussions at appropriate times during the inspection. These included an evaluation of an activity.

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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