

Childminder report

Inspection date: 3 October 2022

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

When children arrive, they are happy and keen to enter, quickly settling in the well-resourced and welcoming environment. The childminder nurtures emotional development and treats the children with kindness and care. Activities offered cover all seven areas of learning as well as children's current interests and developmental stages.

Children thoroughly enjoy sharing news from home and talking about things that have sparked their interest. The childminder listens attentively and offers responses that model new vocabulary choices. She also uses these conversations to seek out additional learning opportunities. For example, the childminder uses the word 'condensation' when discussing the dew that the children have spotted on a bench during a walk. She also explains how adding water to sand will improve the 'stability' and 'sturdiness' of sandcastles, during a discussion about summer trips to the beach.

Children demonstrate a sound understanding of the childminder's clear expectations of behaviour. They treat each other with respect and generally take turns and share well. Children are learning to understand the need for rules, and they adhere to those they have already learned. For example, the children know when they can run, where they need to stop and when they need to hold hands during walks in the local community.

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

- The childminder has a clear vision for providing high-quality childcare in a warm, home-from-home environment. She helps children to respect one another, the environment and to value their own individuality.
- The childminder provides a stimulating and broad curriculum that ensures children make good progress. She knows the children and their abilities well. Children engage in adult-led and child-led activities, but at times, the learning intentions are not challenging enough to fully extend children's progress.
- The children are developing a love for books and stories. The childminder offers a wide variety of books that promote children's awareness of equality and diversity. Children access these freely. Stories are shared regularly, and the childminder's highly animated style ensures all children remain thoroughly engaged. The childminder uses questions, skillfully matched to children's ages and stages of development. For example, children roar enthusiastically when she asks them what noise a dragon makes. They use their existing knowledge and good story-telling language when encouraged to predict what happens to the dragon next.
- Children behave very well. They are clear on the childminder's expectations and

are keen to take responsibility for themselves. They know where things belong and tidy the toys and put their own snack waste in the bins once they have finished. At times, the children are offered the opportunity to attempt something themselves, but the childminder is then quick to assist. For example, she steps in to help with peeling fruit and blowing noses. This does not provide children with the best possible support to encourage their independence and resilience.

- The children have regular opportunities to be physically active. They access the garden and local parks most days. The childminder promotes children's awareness of a healthy lifestyle through discussions about healthy breakfasts and snack choices.
- Children enjoy playing games together with the childminder. They take turns and listen well to instructions. The childminder engages all children by asking them appropriate questions. For example, when children are sorting shapes, the childminder challenges some to find shapes that look the same, and others to practice counting beyond 10. However, at times, the questions she asks do not offer a great deal of challenge to children and so do not fully extend their learning.
- Partnerships with parents are good. Parents are very happy with the care provided and the progress that their children make with the childminder. They appreciate the regular verbal and written updates on their children's progress. This helps to support children's learning at home.
- The childminder has good links with other settings that the children attend. She shares progress and plans to ensure that the children have consistency in their learning. The childminder knows how to access advice from outside agencies when required. This ensures that all children have equal access to the learning opportunities, and the parents of those who need additional support know how to access this.
- The childminder is reflective in her practice. She accurately identifies areas for further development and seeks out opportunities to develop her skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training and is aware of her responsibility to keep the children in her care safe. She has a good understanding of how to spot the possible signs and symptoms of abuse and what procedures she should follow if she has a concern about a child. The childminder is also aware of how to report any allegations made against her or any household member. The childminder's paediatric first-aid knowledge and practices are sound with up-to-date and appropriate training in place. The childminder supervises the children well and completes robust risk assessments for her home and trips out in order to keep the children safe at all times.

What does the setting need to do to improve?

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

- extend the encouragement and support for children to think through their ideas and to become independent, resilient learners
- strengthen the planned learning intentions for activities to enable children to make the best possible progress.

Setting details

Unique reference number	EY458851
Local authority	Wokingham
Inspection number	10228784
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 10
Total number of places	6
Number of children on roll	18
Date of previous inspection	7 December 2016

Information about this early years setting

The childminder registered in 2013 on the early years, compulsory childcare and volunteer registers. She lives in Wokingham and offers flexible care all year, Monday to Friday, 7.30am to 5.30pm. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector
Zoe Abraham

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 showed the inspector the premises and demonstrated how they ensure it is safe and suitable.
- Children communicated with the inspector about what they do and enjoy doing at the childminder's provision.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- Parents shared their views through written feedback.
- The childminder spoke to the inspector about children's learning and development and how this was planned for at appropriate intervals.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector tracked the experiences of children and observed activities alongside peer-on-peer and adult-child interactions.

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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