

# Childminder report

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Inspection date: 4 January 2023

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| <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 | Good |
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## What is it like to attend this early years setting?

### The provision is good

Children have lots of fun during their regular outings to the woods. They explore with their friends, collecting natural resources, then place them on their parachute to play games. The childminder helps children build shelters and they go to hunt for 'fairies' and 'Gruffalos' in the trees. These activities all help children learn about the natural world and how to keep safe in the woods. Children love the childminder's pets. They learn which plants are safe to pick for the tortoises to eat. They go with the childminder to visit her horse and learn about how to care for animals.

Children enjoy making play dough with the childminder. They weigh the ingredients, count how many spoons full and stir the mixture. They choose different smells to add, such as lavender from the garden and cinnamon. These activities encourage children to develop the muscles in their arms and they learn the language of early mathematics. Children are happy playing alongside each other. The childminder gives gentle reminders for younger children to share toys. All children understand the high expectations the childminder has for them to be kind and play well together.

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

- Parents report the childminder is warm and caring. Children thoroughly enjoy their time at her home. Children feel safe and happy when they go on a great variety of outdoor learning experiences. Parents are kept well informed about their children's learning and development. The childminder created home learning packs to support children's learning during the COVID-19 pandemic.
- Children are all confident to select from a wide range of resources, which are easily accessible. However, the organisation of the play space means some children find it hard to focus on planned activities at times. Some children move quickly from one activity to the next and find it difficult to concentrate. At times, this does not help them to gain the most from the learning opportunities.
- The childminder regularly assesses what children know and can do. She plans creative activities for children to help them work towards individual goals. For example, children do 'stamping' pictures to help them learn about colours and develop the small muscles in their hands. All children make good progress with their learning and development.
- The childminder supports children with skills they will need for school. For example, she uses scales and toy frogs to help children learn about weight, counting and which numbers resemble which quantity. They learn about good personal hygiene and older children independently go to wash their hands before meals.
- The childminder teaches children about people and cultures, which are different

from their own. For instance, children learn what foods are eaten during Chinese New Year events. They teach each other about their own cultures, such as which traditional Indian clothes they wear for family celebrations.

- Overall, the childminder is enthusiastic and communicates well with children. However, at times, older children are not given opportunities to solve problems for themselves and develop their independence skills. On occasions, this does not give them the best opportunities to develop their critical thinking skills and work out solutions to problems independently.
- Children choose from a variety of healthy options at snack time. The childminder encourages even the youngest children to indicate what they would like to eat. Mealtimes are a sociable occasion around the table. The childminder promotes conversations during mealtimes and has high expectations for children to use good manners.
- Children have regular trips to local playgrounds. They learn skills such as balancing and climbing, which teaches them about small risks. They meet with another childminder on these occasions and develop strong friendships with a small group of children.
- The childminder keeps up to date with legal requirements in a variety of ways. For example, she undertakes online training courses and keeps in regular contact with her local authority for information and training opportunities. The childminder enjoys reading about best practice on a variety of childminder forums.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She describes a wide range of indicators, which could suggest children are at risk of harm. She knows the correct channels to use to report any concerns about a child's welfare. The childminder keeps meticulous attendance records and supervises children effectively. She teaches children how to keep themselves safe during all their community outings and woodland adventures. The childminder attends training and reads updates from her local authority to help keep her knowledge of safeguarding children up to date.

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

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

- review the organisation of the play space and delivery of activities to help children concentrate and benefit from the planned learning intentions
- build on opportunities for older children to solve problems for themselves, to help develop their critical thinking skills to the highest levels.

## Setting details

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| <b>Unique reference number</b>                     | EY320348  |
| <b>Local authority</b>                             | Wokingham   |
| <b>Inspection number</b>                           | 10228407  |
| <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> | 1 to 3  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 4   |
| <b>Date of previous inspection</b>                 | 25 January 2017   |

## Information about this early years setting

The childminder registered in 2006 and lives in Wokingham, Berkshire. She provides care from 8.30am to 5pm on Tuesday, Wednesday and Thursdays, term time only. She holds an appropriate early years qualification at level 3. The setting receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Charlotte Foster

### 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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector assessed the childminder's understanding of how to keep children safe.
- The inspector took account of the views of parents spoken to on the day of inspection and read written statements from parents.
- The inspector observed the quality of education being provided and assessed the impact that this was having 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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