

Childminder report

Inspection date: 7 March 2023

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

Children happily engage in a wide range of stimulating activities, indoors and outdoors. They remain engrossed throughout the day and demonstrate they are confident and keen learners. Children's ideas are valued and this helps to maintain their interests, such as playing with toy cars. For example, in the garden, they wash and clean their toy cars in preparation for speeding down a ramp. Children notice a missing tyre on one of the cars and wonder how it may affect their play. They play independently as well as together, happily considering each other's contributions.

Children demonstrate respectful behaviour and politeness towards others. They readily ask friends or the childminder for help, as well as offer their support when others need it. This shows that children feel safe and comfortable in the childminder's home. Children's independence is promoted well through daily routines. They gain a sense of achievement in completing small tasks, such as carrying their plates of food to the table and scraping away their leftovers in the bin afterwards at mealtimes.

Children thoroughly enjoy books being read to them. For instance, younger children delight in pressing sound buttons on books to hear and then say noises made by different animals. Older children remember their previous learning from woodland walks and name spring flowers in pictures, such as snowdrops. This shows children's good retention of prior learning.

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

- The childminder promotes children's communication and language skills effectively. She models correct language structures to support children's speaking skills and use of new vocabulary. Children are encouraged to use new words in their everyday interactions. For instance, they describe patterns they paint as 'super splodgy'. They impressively remember actions and lyrics to their favourite songs and use props to enhance their experience even more.
- The childminder provides rich opportunities for children to learn about the diverse world we live in. Children regularly visit local places of interest, such as a museum where they freely explore the exhibits and show high levels of curiosity. The childminder raises children's awareness of different cultures by sharing books and videos about celebrations, such as Holi, the Hindu festival of colour. She encourages children to share their real-life experiences, so that everyone's culture is recognised. This helps them to consider similarities and differences between their own ways of life and those of others.
- The childminder gets to know children well. She draws on detailed information from parents to plan activities based on children's interests and abilities, and to

identify their next steps in learning. This approach is implemented through a balance of child-led and adult-directed activities. Children show good knowledge and skills, especially when playing independently. For example, they use their imaginations to create a habitat for dinosaurs using natural materials. However, during adult-led activities, the childminder steps in to tell children about potential challenges before they have had a chance to identify and overcome them by themselves. This affects children's resilience to meet challenges.

- Children demonstrate good physical skills, particularly when using small tools, such as using arts resources to decorate their creations. Older children carefully tip small paint bottles and precisely place dots on their creations. In addition, they attempt to write their names on their artwork. Children make controlled attempts to produce recognisable letters in their name. In this way, children learn that their mark making carries meaning.
- The childminder accesses a vast amount of additional training to further enhance her already good practice. She has recently attended a webinar about encouraging children to eat a variety of nutritious foods, including ones they have not tried before. The childminder successfully uses strategies that she has learned, such as introducing different food groups and the effect of these on the body. This helps children to understand the importance of making healthier food choices.
- Parents are very complimentary about the education and care the childminder provides. They are impressed with the good communication about their children's day, as well as the daily outings children experience. Parents follow the childminder's suggestions to support their children's learning at home, such as pointing out numbers and letters in the environment. They comment on the good progress their children have made since starting, particularly in their confidence, speech and independence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge up to date with regular safeguarding training. She is clear about her responsibility to protect children from harm or abuse. The childminder understands the different areas of abuse and the potential signs that may indicate a child is at risk of harm, including exposure to extremist views and behaviours. She knows the process to follow to report concerns about a child's welfare and if an allegation is made against herself or anyone in her household. The childminder carries out frequent risk assessments to ensure her premises are safe for children.

What does the setting need to do to improve?

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

- strengthen teaching strategies to support and extend children's learning, including developing their problem-solving skills further.

Setting details

Unique reference number	EY488003
Local authority	Wokingham
Inspection number	10280090
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	9 August 2017

Information about this early years setting

The childminder registered in 2015. She lives in Twyford, Berkshire. The childminder is open Monday, Tuesday and Thursday from 7.30am to 5.45pm, on Wednesday from 8am to 3pm and Friday from 7.30am to 4.30pm. She is open all year round. The childminder holds qualified teacher status. She accepts funding to provide free early education for children aged two, three and four years.

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 childminder.
- The inspector viewed the areas that children have access to and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector carried out a joint observation of an activity together and discussed the impact on children's learning.
- Parents and children shared their views with the inspector about the education and care the childminder offers.
- The childminder provided the inspector with a sample of key documentation on request, including her suitability to work with children.

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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