

# Childminder report

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Inspection date: 30 March 2023

<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	Met
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very happy in the childminder's care. They form strong bonds with the playful childminder who joins in enthusiastically to their play. For example, she joins in with the children investigating frogs in the water tray. They laugh heartily when the childminder makes 'ribbit' frog noises. Children choose their play from a wide range of purposefully selected resources. For example, they engage in imaginative 'doctor' play with the doll. They use gloves and bandages and use the toy phone to call 'Daddy' to let him know the doll has bumped his head.

The childminder implements consistent routines that help children understand the high expectations for their conduct and behaviour. For instance, when it is snack time, they readily tidy their toys and wash their hands. Toddlers crawl onto their bed mat and self-settle at nap time. Children chat together as they play, listening and responding to each other respectfully. They are developing good turn-taking skills, such as negotiating the use of ride-on toys.

Children take part in a range of activities that meet their needs well. The childminder identifies clearly what children need to learn next. She then uses daily routines and children's interests to deliver effective teaching. For example, she invites children to cut their fruit at snack time. This develops their fine motor skills and coordination.

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

- The childminder uses single, repeated words to develop speech in younger children. She joins in play, modelling new vocabulary, such as cooking 'stew'. The childminder recognises children's gestures and encourages them to use the words alongside their actions. Children make good progress in speech from their starting points. Overall, children communicate well. However, sometimes, the childminder does not give children the time they need to formulate and give their responses. This reduces opportunities for children to explore their ideas and thoughts more thoroughly.
- The childminder uses personal research and training webinars to increase her knowledge and skills. For example, she has successfully increased the variety in children's diets by involving them more in food preparation. The childminder networks with other professionals in the community such as health visitors. She has strong relationships with her local school. The childminder meets up with other childminders regularly, which benefits the children's social development and positively influences her own well-being.
- Children show a good attitude to learning. They keep trying as they learn to cut fruit and use ride-on toys in the garden. However, sometimes, the childminder is very quick to provide help to children while they are still persevering to complete

a tricky task or exploring the resources. This reduces the children's opportunities to problem-solve and test out ideas.

- Children enjoy outings in the community, such as to local parks and playgrounds, where they develop their skills on larger play equipment, such as swings and slides. The childminder organises outings to the woods, where they play games searching for a 'hidden' toy which heightens their observational skills.
- The childminder encourages the children's love of songs and action rhymes. She sings a song about frogs as children play with them in the water tray. They excitedly splash frogs into the water as they sing. Children spontaneously launch into song, creatively making up parts they are not sure of. Counting rhymes develop children's understanding of number as they independently sing '10 Green Bottles', counting down from 10 with each verse. Mathematics is further explored as the childminder measures children against a 'long, long' wall of foam bricks. Children show they are learning to count accurately. At snack time, the childminder discusses children's relative position to each other using terms such as 'next to' and 'opposite'.
- Parents are very happy with the care and learning provided by the childminder. They notice their children developing, becoming 'confident, caring, bold and sociable'. Parents collaborate with the childminder, particularly to address any challenges experienced by their children. This joint approach helps the children to make good progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder places a high priority on children's safety. She uses risk assessment effectively to mitigate hazards to children's safety and security. The childminder is alert to the signs and symptoms of abuse and neglect and has wider knowledge of child protection issues, such as female genital mutilation, domestic violence and breast ironing. The childminder understands the 'Prevent' duty and the threat of extremism and radicalisation. She has a clear process to follow if she is concerned that a child is at risk of harm. The childminder knows what to do if she is worried about the conduct of adults who work with children.

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

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

- allow children sufficient thinking time to formulate responses to questions and in conversations
- extend opportunities for children to test out their developing ideas.

## Setting details

<b>Unique reference number</b>	EY391316
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	10280654
<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 5
<b>Total number of places</b>	4
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	10 August 2017

## Information about this early years setting

The childminder registered in 2009 and lives in Ruscombe, Berkshire. She operates from a purpose-built garden room, from Tuesday to Thursday, 7.45am to 6pm, all year round. The childminder holds a relevant childcare qualification.

## Information about this inspection

### Inspector

Jacqui Szrejder

### 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development and their aims and rationale for their early years foundation stage curriculum.
- The childminder and the inspector carried out a joint observation during snack time.
- The inspector considered the views of parents, expressed in writing.
- The childminder provided the inspector with a sample of key documentation on request.

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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