

# Childminder report

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Inspection date: 5 April 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children thoroughly enjoy their time with the kind and caring childminder. They build affectionate bonds with her and readily seek out cuddles. Children show that they feel safe and comfortable in her care. They freely access a variety of resources and learn to play cooperatively together, indoors and outdoors. Children incorporate each other's ideas as they extend their play. For example, they start by hiding toy cars in a sand pit, and use this idea to fill a toy vehicle with sand, hiding the toy cars again. Children then scoop out the sand carefully to find the hidden 'treasure'.

Children behave well and follow the childminder's rules. Children smile with pride when praised for their achievements by the childminder. They use good manners, often without being reminded. Children ask their friends politely if they can join in their activities and respect their wishes to play alone. This encourages children to develop patience and compassion towards others.

Children learn to be independent from the start. They are supported by the childminder, who gives them time to master these skills. For instance, children readily fetch a tissue to clean their noses and dispose of it safely in the bin. They remember to use antibacterial hand gel after and say, they are 'washing away the germs'. This helps to support children's good health.

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

- The childminder actively supports young children's communication and language skills. She makes conversation as children play so that they hear new words, which they then remember and apply when asked questions, such as 'antennae' to name a snail's feelers. The childminder encourages children to develop a love of books. Children sit closely beside her and relax as they hear stories being read. They also visit the library to choose books that interest them. The childminder uses information books to teach children about the diverse world we live in, such as how Christian people celebrate Easter. Children relate what they have learned to their own home experiences.
- Children have ample opportunities to explore the local area and meet new people. The childminder organises frequent trips to provide children with real-life experiences, such as going to the shops and toddler groups. Children make good progress in their physical development as they practise a variety of skills in the outdoors. For example, they take turns on the slide. They show great coordination and control as they go up and down the slide with confidence.
- Children's mathematical skills are progressing well. For instance, they begin to recognise the number of objects in a small group without counting them. The childminder provides good opportunities to introduce children to shape, size and

measure. For instance, children show a keenness to complete puzzles. They carefully consider the shape, size and position for each piece to fit correctly. This also helps to encourage children's logical thinking skills.

- The childminder gathers information from parents about children's interests and development when they start. She devises a curriculum based on these details and uses her ongoing assessments to identify their next steps. Children show excitement when their favourite activities are planned. They jump up and down in anticipation, such as when playing matching card games. However, at times, the childminder's adult-led activities are not completely focused on children's individual learning needs. Their next steps in development are not fully considered or supported, as some children tend to not fully engage and become a little restless.
- The childminder recognises the importance of enhancing her already good knowledge and skills of how young children learn. For example, she accesses online training and other childminder networks for support and guidance. However, the childminder's reflection of her own practice is not focused closely enough on what will help to improve her teaching skills to an even higher level.
- Parents are highly complimentary of the education and care their children receive. They value the good communication and advice the childminder provides. Parents acknowledge that working jointly with the childminder helps their children to progress further. They are very impressed with children's outdoor experiences. Parents say that their children are happy to share something new that they have learned when they are collected at the end of the day.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe from harm. She talks confidently about the signs and symptoms that may suggest that a child may be subjected to abuse. This includes risks associated with the exposure of extremist views and behaviours. The childminder knows the procedures to follow if she is concerned about a child's welfare. She ensures that her home is safe for children and carries out regular risk assessments. The childminder teaches children about health and safety procedures, such as the importance of applying sun cream to protect their skin when outdoors.

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

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

- sharpen planning so that all children's needs are consistently met and they are fully engaged in their learning
- use professional development opportunities more precisely to improve teaching

to an outstanding level.

## Setting details

<b>Unique reference number</b>	EY102892
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	10280168
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	11 August 2017

## Information about this early years setting

The childminder registered in 2002. She lives in Lower Earley in Berkshire. She operates from Monday to Friday, 8am to 5pm, all year round. The childminder accepts funding for the provision of 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 the evaluation of the setting.
- The childminder discussed her intentions for children's learning and the curriculum she offers.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder and inspector jointly evaluated an activity.
- The inspector viewed a sample of documentation and checked the suitability of the childminder to work with children.
- The inspector read feedback from parents and took account of their views.

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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