

Childminder report

Inspection date: 10 May 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 settle with ease on arrival. They warmly greet the childminder and her assistant and seek out their friends to play with. Children independently explore the activities and resources. They focus their attention on problem-solving skills, such as finding shapes that fit into the correct spaces and counting how many numbers are on a clock. The childminder encourages children to follow routines and procedures. For example, children take off their coats and sing the 'hello' song during morning registration. Children are confident to speak to visitors, demonstrating that they feel safe and secure. Children learn about community and the world around them through trips to the local library, fire station and park. The childminder encourages children to look closely at natural objects, such as the bark on tree stumps, and talk about insects they have observed. Children are taught to manage their own risks. They check whether the wood is dry or slippery before balancing on fallen trees.

Children learn about emotions and feelings. For instance, during group time, the childminder and her assistant encourage children to choose a facial expression picture to show how they are feeling. Children choose whether they wish to talk about how they are feeling. This means that children feel valued and listened to.

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

- Children have access to fresh air and exercise. The childminder provides activities to enhance children's fine and gross motor skills. For example, children enjoy running and using the ride-on vehicles. They strengthen small muscles when squirting water from squeeze fish, fill a variety of different-sized containers with water and experiment to create movement of a water mill. This enhances their good physical development.
- The childminder and her assistant teach children about how to keep themselves healthy. For example, during snack routines, children are encouraged to wash and dry their hands. They enjoy a variety of healthy foods, such as grapes and oranges. Children learn where healthy food comes from. They grow their own strawberries and consume them when they are ripe. This contributes to their understanding of healthy lifestyles.
- The childminder and her assistant provide a challenging curriculum. For instance, they support children with early mathematics skills. Older children enjoy completing more complex number games and use numbers confidently in their play. Younger children are developing a good understanding of numbers and number value. They use shape-sorter resources with skill and demonstrate their emerging ability to work things out. This ensures that learning is tailored to the ages and stages of children.
- The childminder and her assistant provide children with a language-rich

environment. They initiate conversation with children and are genuinely interested in what they say. Children confidently talk about things they are interested in, such as wild animals. The childminder and her assistant extend their knowledge and language skills by introducing the names of the countries where animals live. Children repeat the new words they have heard. This helps to further develop their communication and language skills.

- The childminder has high expectations for children's behaviour. The childminder and her assistant sensitively remind children of how to treat each other respectfully, and they recite 'sharing is caring' when prompted. However, the childminder and her assistant are not always consistent in their approach to managing challenging behaviour. This means that children do not always understand rules and boundaries, and behaviour can be disruptive.
- Parents praise the childminder and her assistant. They state that children are happy and that they are pleased that children learn about diversity. The childminder ensures that children's individual ethnicity is celebrated. For example, children make foods that are linked to their culture, such as chapatis and dumplings. Parents comment that the childminder shares information about children's progress with them. However, the childminder has not created partnerships with schools that children are due to attend, to share information and provide continuity of care.
- The childminder evaluates the provision she provides. She is proactive in ensuring her knowledge and skills are relevant and up to date, attending training and webinars. The childminder supports her assistants through training and mentoring. This helps to further improve outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe from harm. She confidently recognises the signs and symptoms of abuse, including neglect and sexual abuse. She is fully aware of the procedure to follow if she is concerned for children's safety. The childminder knows what to do in the event of an allegation being made against herself, an assistant, or member of her household. She has completed safeguarding training to further support her knowledge and understanding of how to keep children safe.

What does the setting need to do to improve?

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

- ensure that staff understand how to manage transitions between activities and experiences to prevent unnecessary disruption to children's learning
- set clear expectations for children's behaviour during group activities, to help them to understand what is expected of them and to ensure all children can fully

engage in learning

- strengthen partnerships with local schools and other early years settings children attend, to provide continuity for children.

Setting details

Unique reference number	EY301125
Local authority	Wokingham
Inspection number	10280057
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 12
Total number of places	12
Number of children on roll	32
Date of previous inspection	28 September 2017

Information about this early years setting

The childminder registered in 2005. She lives in Reading, Berkshire, and provides care on Monday to Friday, from 9am to 6pm, and operates her service all year round. The childminder holds a relevant early years qualification at level 3. She works with two assistants. One of her assistants has a relevant early years qualification at level 3.

Information about this inspection

Inspector

Loretta Murphy

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 setting.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning.
- The inspector spoke to children at appropriate times during the inspection.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this has on children's learning.
- The childminder showed the inspector a range of documentation, including those relating to the suitability of the childminder and assistants.

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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