

# Childminder report

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Inspection date: 26 June 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 are happy, settled and show high levels of emotional well-being. The childminder offers them a caring environment and places children at the heart of everything she does. She knows the children well and provides experiences unique to their individual interests and needs. Children of all ages develop knowledge and skills appropriate for their age and stage of learning. For instance, babies build simple towers with bricks, and older children use these to build more elaborate structures, such as elevators.

The childminder is highly effective in supporting children's communication and language skills. Children are particularly good communicators. They confidently engage in two-way conversations and frequently ask questions to help them find out new things. For instance, they ask the childminder what bats and snakes like to eat. The childminder explains that bats like to eat fruit and insects, and snakes eat small creatures, such as mice. Children exhibit a vast vocabulary as they use words such as 'shivering', to describe what penguins do when it is very cold. As they become engrossed in play, they comment that they are concentrating. The childminder uses these opportunities to extend the children's knowledge further. For instance, she explains that this means they are focusing and trying extremely hard.

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

- The experienced childminder demonstrates a good understanding of how children learn and develop. She has constructed a learning programme to support children's development across all areas of the curriculum. Regular assessments enable her to identify gaps in the children's progress and plan for their next steps.
- The childminder uses effective teaching methods, such as questioning and demonstrating, to help children learn. For instance, she asks children questions to identify gaps in their knowledge of magnets. She uses this information to demonstrate to them that when two magnets are put together, they either attract or repel each other.
- Overall, children focus and concentrate for long periods, such as when they listen to familiar stories. However, during adult-led activities, the childminder does not always check that she has all the resources needed. As a result, children's learning is interrupted when she stops the activity to look for missing items.
- Children are polite, kind and behave well. The childminder sets clear rules and explains to children why some behaviours are not acceptable. For instance, she encourages them to think about how they might feel if other children took toys from them. Children acknowledge that this would make them feel sad.

- Overall, the childminder supports children's early literacy skills well. She provides a good range of easily accessible books. Children enjoy listening to stories and confidently predict what will happen next. However, children have fewer opportunities to practise early mark-making skills as resources to make marks with are less accessible.
- The childminder supports the children's mathematical skills well. Children recognise sizes and shapes and use numbers during their everyday play. For example, they count the number of bricks as they build. Children count eight bricks and then comment that nine and 10 come next. Children then confidently count to 20 in sequence.
- Children successfully learn the importance of leading a healthy lifestyle. They wash their hands after using the toilet and tell the childminder that they have washed the germs away. The childminder uses the children's observations about themselves to extend their understanding. For instance, when children observe their differing heights, she explains that making healthy food choices helps them to grow.
- Partnerships with parents are good. The childminder regularly shares information with them on how their children are developing. Parents report that their children enjoy attending the setting and are making good progress.
- The childminder is committed to her ongoing professional development. She regularly evaluates activities to identify where she could improve. This enables her to adapt her teaching to ensure that she continually offers a high-quality curriculum.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to safeguard the children in her care. She ensures that children are always adequately supervised, including when sleeping. The childminder completes regular training to help her to quickly identify the signs that might indicate that a child might be at risk of abuse and/or neglect. She is aware of the correct procedures to follow if she has a concern.

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

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

- minimise the interruptions during adult-led activities by ensuring that all resources needed are prepared in advance
- extend the opportunities for children to explore mark making throughout the day.

## Setting details

<b>Unique reference number</b>	148377
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	10260163
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	13 December 2017

## Information about this early years setting

The childminder registered in 1993. She lives in Lower Earley, Berkshire. The childminder works Monday to Thursday, between 8am and 4.30pm, for most weeks of the year. The setting receives funding to provide free early education for children aged two, three and four.

## Information about this inspection

### Inspector

Ingrid Howell

### Inspection activities

- This was the first routine inspection the provider received since the COVID pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The views and opinions of the children and parents were considered during the inspection.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children and how she assesses and plans for 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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