

Childminder report

Inspection date: 15 November 2023

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| 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

The childminder provides a warm and welcoming environment. Effective strategies are in place to help children to settle. For instance, prior to children starting, they visit the childminders home for settling sessions. This helps them to become familiar with the environment and begin to build early attachments with the childminder and her co-childminder. Children demonstrate that they feel happy, safe, and secure as they explore their surroundings and choose what they want to do.

Children have a positive attitude to their learning, and they behave very well. They take part in activities with enthusiasm and with excitement. The childminder has high expectations for children's behaviour and conduct. She acts as a good role model and sets clear rules and boundaries. Children know that certain rules exist to keep them safe, such as not climbing on furniture and sitting at the table for meals and snacks.

Children make good progress from their starting points. The childminder plans activities that children enjoy and that are skilfully targeted to reflect their individual learning needs. For example, children develop good physical skills as they use plastic tweezers to pick up small, coloured dinosaurs and place these into corresponding-coloured pots. Children demonstrate high levels of motivation as they maintain focus for long periods.

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

- The childminder is in tune with children's individual capabilities. On entry to her setting, she asks parents to provide information about children's interest and existing knowledge and skills. This enables her to build an effective curriculum based on what children need to learn next.
- The childminder ensures that children spend as much time outdoors as possible. They routinely visit local parks and benefit from regular fresh air and exercise. During the spring and summer, she involves them in planting, growing, and measuring sunflowers in the garden. These positive experiences give children the opportunity to explore the natural world around them.
- The childminder places a strong focus on developing children's personal social and emotional development. She follows the children's lead and joins in with their play to reinforce what they know. This helps them to remember more and gain further knowledge.
- The childminder supports children's language and communication well. For instance, throughout activities she provides a dialogue and asks children questions to encourage two-way conversations. Overall, children make good progress in their speech and language development. However, the childminder

has not explored a variety of ways to communicate as effectively as she could with children who speak English as an additional language.

- Parents are delighted with the wide range of experiences on offer. They appreciate how much time children spend learning outdoors, such as visits to the park and feeding the ducks. Parents comment on how this positively supports children's development. The childminder uses effective communication methods to share information with parents. For instance, she uses an online 'chatroom' to enable her to update parents on activities and children's development.
- The childminder incorporates some mathematical language into children's activities. For instance, she explains to children that the banana is big and comments that she has cut it in half. However, she does not recognise opportunities that arise to routinely encourage children to use numbers and counting during their everyday play.
- Children benefit from nourishing meals and snacks. They eat well and understand the importance of making healthy food choices. During meals the childminder provides hands-on experiences to encourage children to try new things. For instance, children use safety knives to cut up bananas. The childminder provides lots of encouragement and praises children for their achievements. These positive interactions help children to learn that they improve their skills through effort and practice.
- The childminder and her co-childminder continually reflects on what they can do to improve on their practice. They are committed to maintaining their good quality provision to promote children's learning and development. For instance, they have built good links with the library and regularly take children for Storytime. This helps to promote children's love of reading.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding duties and follows local safeguarding procedures. She knows the signs of abuse and neglect. The childminder and her co-childminder have comprehensive policies in place, with information readily accessible should they have a concern about the welfare of a child. The childminder keeps up to date by attending regular training. The childminder ensures that her home is safe and secure. She also supports children to learn how to keep themselves safe through her everyday routines.

What does the setting need to do to improve?

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

- strengthen the support those children who speak English as an additional language, to help them make even better progress in their emerging speaking

skills

- enhance the opportunities for children to develop their understanding of numbers and counting, throughout their everyday play and activities.

Setting details

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| Unique reference number | EY365968 |
| Local authority | Wokingham |
| Inspection number | 10305339 |
| 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 | 0 to 9 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Date of previous inspection | 19 February 2018 |

Information about this early years setting

The childminder registered in 2007. She co-childminds with her husband from their home in Lower Earley, in Reading, Berkshire. She provides care from Monday to Thursday between 7.30am and 5.30pm for most of the year. The childminder receives funding to provide free early education for children aged, two, three and four years.

Information about this inspection

Inspector

Ingrid Howell

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 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 sampled a range of documentation, including paediatric first-aid certificate and public liability insurance.

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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