

Childminder report

Inspection date: 26 January 2024

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 enjoy their time with the childminder, who provides a warm, welcoming and inclusive environment. They show high levels of emotional well-being, happily, explore their surroundings and make choices about what they want to do. Parents comment that they feel reassured leaving their children in the homely environment and are confident that their children are safe.

Children demonstrate a positive attitude to learning and successfully develop valuable skills, which will prepare them for their future lives. The childminder provides a good range of carefully planned activities that help children to build their knowledge and skills over time. Children confidently choose what they want to do and play harmoniously alongside their peers. They are friendly and confident around visitors, and they show determination and resilience when faced with challenge. For example, children build towers with wooden bricks. Initially, they struggle to make the tower balance and it frequently falls. However, after several attempts and plenty of reassuring encouragement from the childminder, they achieve their goal.

Children behave well. The childminder teaches them to listen, communicate positively and understand the difference between right and wrong. She sets clear rules and boundaries and helps children to learn how to keep themselves safe. For instance, children know that they must hold hands with the childminder when they are away from the home.

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

- The childminder knows the children in her care well, including their likes, dislikes and development to date. Regular assessments enable her to check children's progress and identify gaps in their learning. This enables her to implement targeted support to help children to catch up.
- The childminder places a strong focus on children's health and physical well-being. Children are encouraged to lead active and healthy lifestyles. She ensures that children have a wide range of experiences to encourage them to be physically active. For example, they play outdoors and visit local parks. Children benefit from healthy meals and snacks and follow good hygiene practises, such as washing their hands regularly.
- Partnerships with parents are good. The childminder communicates effectively with them through face-to-face discussions and social media. Parents comment that the childminder is very well organised and plans lots of experiences to keep children involved. They express how their children have made significant progress since being in the childminder's care.
- The childminder places a strong focus on developing children's communication

and language skills and personal, social and emotional development. Throughout activities, she provides a dialogue and asks them questions that are based on their previous experiences. For instance, she encourages them to recall their visit to the zoo. Children tell the childminder that they saw a lion and that it made a roaring sound.

- The childminder provides lots of opportunities for younger children to develop their small physical skills. For instance, children use small scoops to fill cups and make marks by using a range of writing resources.
- Children have plenty of opportunities to complete tasks independently. For instance, the childminder encourages them to cut fruits at snack time, wipe their noses and wash their hands. Children demonstrate confidence when completing these tasks.
- The childminder provides a range of opportunities to help children to develop early literacy skills. She regularly takes them to visit the library and reads stories to them daily. Children enjoy listening to familiar stories and join in. For instance, they 'huff' and 'puff' to 'blow' the houses down. These positive experiences help children to develop a love of books and reading.
- Overall, the childminder plans interesting activities, and children focus and concentrate for long periods of time. However, the childminder occasionally interrupts them unnecessarily to move them on to different experiences. She does not consider ways to adapt the activities that children find the most interesting to extend their learning further.
- The childminder is committed to improving her provision. She seeks the views of parents to help identify where she can develop her practice. For instance, she has started using social media to share information of activities with parents and make suggestions on how they can support their children's learning at home. This helps to ensure continuity in children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- focus more on how to adapt the activities that children are most interested in to extend their learning even further.

Setting details

Unique reference number	EY277084
Local authority	Wokingham
Inspection number	10317310
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	21 May 2018

Information about this early years setting

The childminder registered in 2003 and lives in Lower Earley, near Reading, Berkshire. She operates all year round, from 7.30am to 5pm, Monday to Friday. She has two named assistants who she uses for emergencies only.

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 childminder and has taken that into account in her evaluation of the provider.
- The inspector asked the childminder questions during the inspection to establish her understanding of how to safeguard children and how she assesses and plans for children's learning.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- 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 took account of the views of parents through written feedback that was provided.

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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