

Childminder report

Inspection date: 27 February 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 confidently arrive at the childminder's home and settle quickly. They have close, trusting relationships with the childminder. The childminder has a consistent and patient approach to managing children's behaviour. She helps children to understand what is expected of them and learn how to share the toys and resources. Children behave well and are happy and safe in the childminder's care.

The childminder has a good understanding of each child's interests and learning needs. She plans her curriculum based on what children already know and enjoy. As a result, children remain occupied with what is on offer, and they readily explore the activities the childminder provides. Children enjoy small-world play and confidently tell the childminder that if the vehicles have to stop on the track, the traffic lights will be red.

There is a strong focus on supporting children's self-help skills. Even the youngest children are encouraged to wipe their own noses and put their tissues in the bin. The childminder gives lots of praise to those who recognise when they need a tissue and help themselves without reminder. The childminder gives lots of encouragement when children say they cannot take off their coat or roll up their sleeves before messy play. When children then achieve their task, they proudly shout, 'I did it!'

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

- The childminder has identified that some children need support with their language and social development following the COVID-19 pandemic. She provides lots of support for children to develop these skills. For example, she provides a narrative to children's play and introduces new words to build their vocabulary. Children are engrossed as the childminder reads favourite stories and show a familiarity with the text as they add the missing words to sentences.
- The childminder has a realistic expectation of the skills and knowledge children should be gaining to enable them to make progress and be ready for their next stage of learning. She provides toys and resources that reflect children's interests and developmental needs. However, toys are often pre-selected for the day, and the childminder has not considered ways to enable younger children to make their own choices, to support their independent learning further.
- Children have good opportunities for physically active play and learn about keeping themselves healthy. They enjoy playing in the garden, where they carefully balance on large, curved shells and push themselves along on wheeled toys. Children enjoy healthy food and learn the importance of washing hands before mealtimes. Older children like to help peeling the satsumas for snack, and younger children also develop their skills as they learn to drink from cups

without lids.

- The childminder has developed good relationships with parents. Parents report that they are very happy with the care provided and know their children are safe when with the childminder. The childminder provides some daily feedback to parents about how their children have been. However, this information is not always detailed to enable parents to have a clear picture of their children's learning, achievements and daily care. In addition, the childminder has not considered giving parents detailed information about the early years foundation stage (EYFS) and how children develop, to help parents understand what their children should be achieving and when.
- The childminder is attentive to children's needs. She recognises when some children are not finished with an activity and allows them plenty of time to explore. The childminder is not afraid to promote messy play and encourages younger children to explore paint with their hands, enabling them to use their senses.
- The childminder reflects on her practice well and ensures that mandatory training, such as first aid and safeguarding, is kept up to date. The childminder also seeks online training to support and improve her teaching and uses information from support networks to further her knowledge. She keeps her home safe and secure and ensures that children are well supervised.

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:

- strengthen opportunities for younger children to have a voice and make their own choices about what they might like to play with
- provide parents with more detailed feedback about their child's learning, achievements and daily care, as well as more detailed information about the EYFS and the stages of children's development.

Setting details

Unique reference number	EY152389
Local authority	Wokingham
Inspection number	10311933
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	16 April 2018

Information about this early years setting

The childminder registered in 2002 and lives in Lower Earley, near Reading, Berkshire. She operates her provision Tuesday to Thursday, from 7.30am to 5.30pm, for most of the year. On occasion, she works with an assistant.

Information about this inspection

Inspector

Nicky Hill

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 their evaluation of the provider.
- The childminder and inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children engaged with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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