

# Childminder report

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Inspection date: 23 January 2020

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The inspirational childminder confidently implements the early years foundation stage curriculum and has extremely high expectations for all children attending. She has an exemplary understanding of children's individual needs and interests. She plans incredibly well to build on what children know and can already do. The childminder places a very high importance on children's language and literacy skills. Children thrive in her setting. They are extremely engaged and highly motivated to take part in their activities. Children demonstrate positive attitudes to their learning. The childminder is extremely consistent in the messages she gives to children. As a result, children have a clear understanding of her expectations. Children behave impeccably. They show respect for each other and use kind words and manners. Children are very happy and have exceptionally strong bonds with the childminder and her assistant.

The childminder is proactive in the ways that she helps children to identify their feelings and those of others. Her nurturing talents enable her to inspire children to understand and describe these feelings. This is demonstrated extremely well during story time discussions and when recalling activities children have taken part in. For example, children demonstrate their self-confidence as they describe and relate to most-common 'faces' that depict 'happy' and 'sad'. The childminder warmly encourages them to use and comprehend less-common 'faces', such as those that relate to being anxious, intrigued, tired, angry or puzzled. Children participate further by indicating that the character in the story has a 'disgusted face' as they talk about why he may feel like this.

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

- The outstanding childminder has an excellent understanding of her role and responsibilities. This includes her responsibilities for working with an assistant. The childminder is highly encouraging of her assistant's skills and how she updates her knowledge of her role. This is achieved through purposeful training, support and supervision.
- The childminder has extremely secure intentions for how she plans for children's learning. She works positively with parents and regularly shares children's achievements, next steps and ideas for learning at home. The childminder offers children a very broad range of opportunities and experiences that thoroughly support their future learning. Parents positively comment in their feedback that children have grown in 'leaps and bounds', especially in their speech.
- Children thoroughly benefit from meaningful learning across all areas of the curriculum. For example, children are fascinated as the childminder reads a story that is new to them all. She explains the title and children look at the pictures on the cover to help them comprehend further. The childminder uses excellent

reading techniques, such as adapting her voice and highlighting the repetitive phrases so that children identify and know these quickly. Extremely confident children understand some are rhyming words. They participate with eagerness as they call out more and more of the rhyming text, demonstrating their love of books and very good vocabulary and speech.

- The childminder and her assistant are highly effective in supporting children's independence and well-being. They interact purposefully with the children at all times and are extremely confident in how they extend and enhance the things children know and what they can do. For instance, during snack time, children discuss what they know and understand about using a knife when cutting their bananas. The childminder and her assistant demonstrate the best ways to peel the banana, and the children count how many slices they have to work out who has the most. They learn new words, such as 'sliver' being a very thin slice. Attentive children adapt the conversations to show their exceptional awareness of literacy, for example by talking about the 'Hungry Caterpillar' story. They are extremely keen to identify that the caterpillar had 'a banana' and later recall incredibly well all the other things the caterpillar had eaten.
- Children are extremely keen to attend. They enjoy their play immensely. Children have a very clear understanding of why rules are in place, including the responsibilities for 'helper of the day'. Children are very keen to join in. They play cooperatively together at all times. This is demonstrated when they are outdoors. Children invent their marble run by using the guttering pipes set up for them. They suggest to race their marbles and work out that they need to run to the end to catch them. Children are particularly curious to experiment. For instance, they work out if the marbles go fast all the way or just at the beginning. They are keen to measure and compare the size of marbles to demonstrate their mathematical awareness.
- Children show exemplary early mark-making and emergent writing skills. They show high levels of attention as they draw shapes and produce maps, which they explain show 'the way to the shops'. The childminder encourages children's imaginative play very well. Children become engrossed in their role play when playing with dolls, cuddling them and wrapping them in blankets. Children show that they feel extremely safe and emotionally secure in the childminder's care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to safeguard the children she cares for. She has an exemplary understanding of the signs and symptoms of possible abuse and the procedures to follow to make timely referrals. The childminder ensures that she and her assistants regularly update their training and knowledge in respect of all safeguarding matters and legislation. This includes the 'Prevent' duty guidance. She proactively embeds British values. The childminder adheres to and regularly reviews her robust policies, procedures and risk assessments to promote children's health, safety and well-being effectively.

## Setting details

<b>Unique reference number</b>	105362
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10136122
<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</b>	0 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	12 January 2016

## Information about this early years setting

The childminder registered in 1997 and lives in Warfield, Berkshire. She operates for 50 weeks of the year from 7am to 6.30pm, Monday to Friday. The childminder holds a relevant qualification at level 3. She provides funded early education for three- and four-year-old children. The childminder works with assistants.

## Information about this inspection

### Inspector

Aileen Finan

### Inspection activities

- The inspector observed the childminder and her assistant interacting with children indoors and outdoors.
- Relevant documentation was sampled during the inspection to ascertain how the childminder meets the requirements of the early years foundation stage.
- The inspector spoke with children and the childminder's assistant. She read written feedback from parents.
- The inspector met with the childminder. They discussed how she supports her assistants and helps them to develop their skills and knowledge.
- The inspector discussed with the childminder how she plans for children's learning and how she monitors their progress.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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