

# Childminder report

---

Inspection date:

5 February 2020

---

## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is good

The childminder provides an exceedingly warm and welcoming environment where children demonstrate that they feel incredibly confident and secure. She is highly responsive to children's needs and offers them reassurance and cuddles without hesitation. Children are extremely happy, self-assured and continually interact with each other and the childminder. This is evident from the constant smiles on their faces and when they spontaneously tell the childminder that they love her.

Children behave well and respond to the childminder's positive praise and encouragement. They understand the routines and expectations at the setting. For example, they eagerly help to tidy away activities and toys once they have finished with them. Children are keen learners and focus on activities for long periods of time, demonstrating good levels of engagement.

Children have daily opportunities to develop their physical skills in the childminder's well-resourced garden and at local parks. They learn to balance on one leg as they manoeuvre scooters. They kick balls and run after them, learning to go up and down steps onto the different levels of the garden. Children learn how to take risks as the childminder reminds them to take care as they run, jump and climb.

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

- The childminder understands the significance of children's home lives and experiences. Partnerships with parents are excellent and play an extremely strong part in successfully meeting children's individual needs. The childminder involves parents in their children's learning. For example, she talks to them about sharing books with their children and provides support and guidance, such as how to manage children's behaviour at home.
- The childminder gets to know children well. She finds out about children's individual interests and provides activities with these in mind, to motivate their play and learning. For example, children confidently operate electronic equipment, including asking voice-activated speakers to play their favourite songs and rhymes. Children remember the words to these and sing and dance along with enthusiasm while dressing up in their favourite costumes.
- The childminder organises her home well to meet the needs of children. She chooses resources carefully to make sure they reflect positive images of diversity and the unique needs of every child and family. This means every child feels valued and respected.
- The childminder tracks children's progress well and identifies areas where she can focus their learning. Targets are carefully identified to ensure children are working towards expected achievements for their age and stage of development, which means the curriculum is precisely planned around children's interests.

They make good progress in their learning and this prepares them well for future learning.

- The childminder is an exceptional role model. She successfully teaches children of all ages to respect the needs of others and to celebrate every family's unique qualities. An extensive range of topic work helps children to learn about the differences in society and to recognise the needs of others. For example, children regularly go on outings within the local area to broaden their experiences and visit toddler groups to meet other adults and children.
- The childminder develops and improves her knowledge in various ways. For instance, she ensures all mandatory training is up to date, including first aid. Furthermore, she advances her knowledge to keep her professional development current and has recently undertaken a training programme to help her to support children with speech and language delay. The childminder can recognise if children are not making as much progress as their peers. She puts interventions in place to support children's ongoing progress, ensuring views of parents and other professionals are fully considered.
- The childminder supports children to develop their mathematical language and concepts as they play. For example, older children count and name colours as they follow a colour chart to complete a picture. Younger children freely make marks with a variety of drawing materials.
- Children are highly independent, inquisitive and motivated to learn. However, on occasions, the childminder does not give children sufficient time to think critically before she provides answers or steps in to help. The childminder is aware that she does this and is working to improve.
- The childminder supports children well to learn about healthy eating and making healthy choices. Children identify which food will help them to 'grow big and strong', and wash their hands before eating and after playing in the garden.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder can confidently recognise the signs and symptoms that may indicate a child is at risk of harm. She is fully aware of her roles and responsibilities to safeguard children. The childminder has a good understanding of wider safeguarding concerns, such as the 'Prevent' duty and how to report allegations against herself or her family. The childminder completes comprehensive risk assessments, and this helps her to identify and minimise risks to ensure children remain safe. The childminder maintains a safe environment. She checks all areas of her home and assesses possible risks when she takes the children on local outings.

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

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

- enable children to develop their critical-thinking skills further by giving them more time to explore their own ideas.

## Setting details

<b>Unique reference number</b>	EY340894
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10136479
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	20 April 2016

## Information about this early years setting

The childminder registered in 2006. She lives in Bracknell, Berkshire. She offers care from 8am to 5.30pm, Monday to Thursday, all year round. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

**Inspector**  
Chris Lamey

### Inspection activities

- The inspector and the childminder had discussions to help the inspector understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was completed 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.
- The inspector sampled written feedback from parents and took their views into consideration.
- The inspector observed the interactions between the children and the childminder and considered the impact on 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020