

Childminder report

Inspection date:

29 October 2021

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children establish close relationships with the childminder and other children. They demonstrate they feel secure in the setting and are friendly and courteous to each other. For instance, even young children naturally reply, 'you're welcome', when thanked for a kind act. Children share willingly and work as a team. They demonstrated this as they used their imagination to create a memory game. Children took turns to remove items. They discussed different objects they could add to challenge their friends even further. Children are confident communicators. They discuss life events with visitors, such as barbeques with their families and the different homes they live in.

Children are keen to show visitors activities they enjoy at the setting and invite them into their play. They help themselves to resources and independently take on the responsibility of tidying up when they have finished. The childminder is kind and nurturing and constantly models how to behave. She responds swiftly to children's individual interests, such as helping them to form letters and numbers when they engage in mark-making activities. Children learn to evaluate potential hazards for themselves. For example, they remind each other to be careful when using sharp pencils. Children know what to do in an emergency and confidently discuss the evacuation procedure.

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

- The childminder provides many opportunities for children to build on their interest in literacy skills. For example, children enjoy mark-making activities. They play games such as I spy and learn to form letters and write their name. Activities, such as these, help to ensure continuity in children's learning at school and nursery.
- The childminder has good partnerships with other professionals at the schools and nurseries the children attend during the school day. The consistent flow of information sharing has a positive impact on children's well-being and ensures they receive good continuity of care.
- The childminder uses opportunities as children play to strengthen their curiosity in mathematics. For example, children count the bricks as they connect them together. They compare their towers and use language, such as 'bigger' and 'smaller'.
- Children are supported well to enjoy healthy lifestyles. They say they like being outdoors and enthusiastically talk about going for walks in the local community, such as to the park. The childminder encourages children to make good food choices. For example, she holds discussions with them about eating their sandwiches and fruit first. This helps children learn about the importance of

adopting a healthy diet and the positive effects this can have on their bodies.

- Children consistently demonstrate positive attitudes towards their play and learning. For example, they engage in creative activities and discuss what they need, to make their models fly. However, on occasion, in her eagerness to support children, the childminder is a little directive and does not give children time to explore their own ideas. That said, she praises children for their achievements and they proudly show visitors what they have accomplished.
- Children manage their own feelings and behaviour exceptionally well. They illustrated this when an accident occurred and a model they had taken time to build was knocked over. Children apologised to each other and calmly continued with their play.
- The childminder effectively builds on children's knowledge and understanding of the wider world. She knows children well and talks to them about their families. Children can access diverse resources and learn about the different traditions, cultures and religious festivals of their peers.
- Parents speak positively about the childminder. They say their children enjoy a wide variety of activities at the setting and in the community. They are very happy with the care she provides.
- The childminder makes thorough evaluations of the service she provides. She updates her professional development through research, for example. The childminder effectively uses feedback from children and parents, to make changes which benefit children. For instance, following discussions with children, she has enhanced the craft activities that she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms that may indicate a child is at risk. She fully understands the wider issues of safeguarding, such as radicalisation and extremism. The childminder has a good understanding of her roles and responsibilities to protect children from harm. She knows how to report any concerns about children to keep them safe. The childminder regularly completes risk assessments to help minimise any risks to children. She helps children learn how to manage their own personal safety, such as when crossing roads. The childminder supervises children well in all areas of her premises.

Setting details

Unique reference number	118961
Local authority	Bracknell Forest
Inspection number	10132666
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	3 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 September 2015

Information about this early years setting

The childminder registered in 1980. She lives in the Harmans Water area of Bracknell, Berkshire. The childminder operates Monday to Friday, from 7am to 8.30am and 3pm to 5pm, during term time. She also offers care for children Monday to Friday, from 7am to 6.15pm, during the school holidays. The childminder holds a relevant home-based childcare qualification.

Information about this inspection

Inspector

Jane Franks

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 childminder and inspector held discussions at appropriate times and reviewed some relevant documentation together.
- The inspector took into account the written views of parents.
- The inspector observed the quality of the childminder's interactions with children during activities and assessed the impact this has on children's experiences.
- A learning walk was completed with the childminder to discuss how the provision is organised.

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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