

# Childminder report

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Inspection date: 8 December 2021

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| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

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

### The provision is good

Children develop a strong bond with the childminder, who provides a caring and welcoming environment. Children settle quickly and they confidently explore the resources on offer. The childminder is caring and attentive to the children's care needs. She responds to them sensitively and in a timely manner. As a result, children demonstrate that they feel safe, secure and comfortable. They snuggle into the childminder's lap to listen to a story and eagerly choose another book when their first story has finished.

Children play alongside each other harmoniously and they behave well. They learn about acceptable behaviour as the childminder acts a positive role model, praising their achievements and reminding them about sharing. Children also learn to keep themselves and others safe as the childminder reminds them to be mindful when taking out toys and opening drawers.

Children are exposed to a language-rich environment. The childminder talks through what is going to happen next during the day and sits and chats to the children during mealtimes. Older children eagerly join in role play and confidently tell the childminder what role she must take on when playing 'shops'. Children enjoy taking part in the wide range of experiences the childminder provides and are often taken out into the local community. They visit local parks and toddler groups and learn about important events, such as Remembrance Sunday. This helps children to learn about the wider world and the experiences of others.

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

- The childminder promotes children's independence well. She teaches young children how to take their shoes off and hang up their coats. She encourages children to self-register by hanging their name cards from a tree ornament, which helps children to learn from a young age about print having meaning.
- Children have access to different experiences and opportunities to enhance their cultural capital. For example, the childminder purchases resources based on children's interests, such as a football goal for the garden, and makes good use of the outdoor space to support those who do not have regular access to a garden.
- Overall, the childminder promotes children's communication skills well. She constantly talks to children in an engaging and gentle manner. She asks older children questions, encouraging them to think and respond. She introduces new words to children during their play, such as 'whisk' when they play with the pretend kitchen. However, at times, the childminder allows the older and more talkative children to take over her attention. This means that younger, quieter children are not always given the same levels of attention during their play, to

help extend their learning even further.

- The childminder works well with other providers that the children attend to support continuity in their learning. She keeps parents well-informed and updated about their children's development and progress through daily discussions and photographs. Parents comment very positively on the service the childminder provides. They report that the childminder is respectful, conscientious and very vigilant about their children's safety and welfare.
- Parents are encouraged to share their views as the childminder asks them to complete feedback questionnaires to help evaluate her practice. The childminder attends mandatory training, such as first aid and safeguarding, to ensure her knowledge in these important aspects of her work remains up to date. However, the childminder does not identify all areas of development and seek relevant training opportunities, such as how to manage very challenging behaviour, to help raise the quality of her provision even further.
- The childminder knows the children well and accurately assesses their development. She regularly identifies children's next steps in learning and matches these with their interests to provide an interesting and stimulating environment. Children are confident, inquisitive learners. The childminder gives them the affection they need to play and explore her home with confidence.
- The childminder helps children to develop healthy lifestyles. She follows very good hygiene practices and provides children with nutritious snacks and meals, such as pasta and vegetables. Children are encouraged to drink water regularly and the childminder explains why this is good for their bodies.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she and her registered assistant have a secure knowledge of child protection. The childminder has attended a number of training courses to keep up to date with a wide range of safeguarding issues, such as county lines, radicalisation and extremism. She can confidently recognise the signs and symptoms that may indicate a child is at risk of harm and knows who to contact if she has any concerns about a child's safety and welfare. The childminder carries out regular checks of her home and garden, to help provide a safe environment for children.

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

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

- adapt teaching strategies more effectively to focus support and attention more equally among all the children, enabling those who are younger and quieter to benefit more consistently from the good-quality interactions
- strengthen systems for self-evaluation to help identify areas for development

and training opportunities to further raise outcomes for children.

## Setting details

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| <b>Unique reference number</b>                     | 2524681   |
| <b>Local authority</b>                             | Bracknell Forest  |
| <b>Inspection number</b>                           | 10208213  |
| <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 at time of inspection</b> | 1 to 10   |
| <b>Total number of places</b>                      | 5   |
| <b>Number of children on roll</b>                  | 8   |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

The childminder registered in 2019 and lives in Sandhurst, Berkshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

## 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 childminder and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector took into account the views of parents through written feedback provided.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documents 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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