

Childminder report

Inspection date: 14 January 2022

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder, who provides a safe, secure, welcoming and inclusive environment. Children make choices about what they want to do, and take part in carefully planned activities that help them to build their knowledge and skills over time. Children are at the heart of everything the childminder does. She knows the children well and provides them with experiences unique to each child's needs. Children enjoy playing with cars and use these in a variety of ways. For instance, matching coloured cars and cleaning and fixing cars in the make-believe 'car showroom'.

Children demonstrate a positive attitude to their learning and make good progress from their starting points. The childminder interacts well with them and promotes their communication and language skills successfully. She uses effective teaching strategies, including repeating, recalling and questioning, to help determine children's level of understanding.

Children gain a good understanding of healthy lifestyles. They are encouraged to follow good oral health routines, such as regularly cleaning their teeth. Children learn to make healthy food choices and enjoy a range of fresh fruits and vegetables. Children learn effectively how to keep themselves safe. For instance, younger children learn how to climb stairs safely.

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

- The qualified and experienced childminder knows the children well. She understands how to meet their care and learning needs effectively. Regular observations and assessments help her to identify any gaps in children's development. This enables her to provide targeted support so that all children make good progress in their learning.
- The childminder uses her good knowledge of how children learn and develop to provide purposeful play activities which engage all children. However, in her eagerness to develop children's skills further, she does not consistently allow them to follow their interests and occasionally interrupts their play. For example, she sometimes disturbs children's concentration as she moves them on to different activities and experiences.
- The childminder provides good opportunities for children to build on their social skills. For instance, she takes them to local outdoor areas and playgroups where they meet new friends. Children explore new environments, play with a range of toys and join in with activities.
- Overall, children learn about positive behaviour and what is expected of them. However, strategies to teach some children to share and take turns are not fully effective. At times, this disrupts children's learning opportunities.

- The childminder joins in with children's play to extend on what they already know. For example, when children explore a variety of resources such as lemons, torches and foil, the childminder talks to them about how these look, feel and taste. She extends their existing vocabulary by using words such as 'crunchy' to describe the sound the foil makes.
- Partnerships with parents are good. The childminder collects detailed information from parents about their children when they join the setting. She uses this to plan for children's learning from the start. The childminder uses effective communication methods to share information with parents. Parents report that they are confident that their children are happy in the childminder's care. They feel that their children are developing the skills they need for their future, including confidence in social situations and interacting with others.
- The childminder creates a safe and secure environment for children to play and learn. She knows how to identify and remove or minimise risks to keep children safe. She ensures that children are supervised at all times when they are eating meals or snacks.
- The childminder is committed to her role and ongoing professional development. She makes good use of online courses to help develop her knowledge and skills. Through reflecting on her practice, the childminder identifies how she can make changes to help continuously improve her provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She completes regular training to keep her safeguarding knowledge up to date. The childminder can confidently describe the signs that might indicate that a child may be at risk of harm, including wider child protection issues, such as exploitation, extremism and radicalisation. She is confident of the procedures to follow should she have any concerns about the children in her care.

What does the setting need to do to improve?

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

- provide children with more uninterrupted time to engage freely with their play and help enhance their learning to the highest possible level
- develop further the strategies to help younger children understand how to share and take turns.

Setting details

Unique reference number	2520969
Local authority	Bracknell Forest
Inspection number	10215014
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Bracknell, Berkshire. The childminder works Monday to Friday, between 7.30am and 6pm, for most weeks of the year. She holds a recognised childcare qualification at level 3.

Information about this inspection

Inspector

Ingrid Howell

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 childminder.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities, and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector sampled a range of documentation, including the childminder's paediatric first-aid certificate and public liability insurance.
- The views of the parents were gathered through written feedback.

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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