

Childminder report

Inspection date: 31 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	Good
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What is it like to attend this early years setting?

The provision is good

Children love their time spent with the kind and caring childminder. They form close and trusting bonds with her. The childminder's nurturing approach helps to create a loving atmosphere, where children feel completely happy and at ease. Children respond well to the childminder's high expectations for what they can achieve. They take part in a range of challenging activities that are based on their next steps in learning. For instance, children are fascinated as they hunt for different-coloured toy cars. They squeal in delight as they find all the red cars. Children show their developing physical skills as they carefully line them up to make a 'traffic jam'. The childminder teaches children mathematical vocabulary, such as 'big' and 'small', to describe the different vehicles.

Children develop the skills, confidence and self-esteem needed to support the move on to the next stage in their learning. They are polite and have good manners. Children build good friendships with their peers and play cooperatively together. For instance, they take turns using a hammer to tap items that pop up at the press of a button. Children demonstrate positive attitudes to learning. For instance, they concentrate intently as they build a car track together. Children giggle as they make car noises and tell the childminder about where they are going.

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

- The childminder knows children well. She provides a curriculum which is based on children's interests, their current knowledge and what they need to learn next in the areas of learning. The childminder supports children's communication and language skills well. For instance, she provides a commentary as children enthusiastically 'scoop', 'stir' and 'pour' rice cereal. Children learn new words quickly and are confident to communicate. They illustrate this as they ask the childminder to help 'stir' the mixture.
- The childminder builds good relationships with the families of children who attend. During the COVID-19 pandemic, the childminder consistently kept in touch with children and their families. Parents say that they feel happy knowing that their children are well cared for, and they value the childminder as 'part of the family'.
- The childminder encourages children to think about the importance of following good hygiene routines. For example, they learn to wash their hands before they eat. However, opportunities for children to develop their self-care skills are sometimes missed. For example, the childminder wipes children's noses, rather than teaching them to do this for themselves. This is not fully supporting their independence.
- The childminder is a good role model and has positive relationships with the

children. Children are caring and respectful towards each other. For example, they work together and take turns when completing a sticker activity.

- Children relish playing outdoors. They have many opportunities to develop their physical skills. For example, children enjoy the challenge of climbing up steps to the slide. Children take part in daily outings in the community. They enjoy plenty of exercise, fresh air and space to explore safely during their walks in the park and through the forest. This helps to enrich children's lives and further develops their understanding of the world around them.
- The childminder is a reflective practitioner. She regularly reviews her practice and identifies areas for improvement. The childminder attends a range of mandatory training courses. However, she has not identified training opportunities to support her to raise the quality of her already good teaching skills.
- The childminder gives children clear and consistent messages about our diverse society. They talk about differences and uniqueness and treating people equally. Children are given experiences to understand how different people live. For example, they learn about the celebration of Chinese New Year.
- The childminder establishes highly effective partnership working with other early years settings that children attend. They regularly share information about children's learning and development. This helps to provide continuity in children's care and learning.
- The childminder provides children with a wide range of books that are easily accessible to them. She reads stories with expression. Children listen intently and display their good recall skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of signs and symptoms that may indicate possible abuse to children. She knows the procedures to follow should she have a concern about a child. The childminder knows the procedure to follow if allegations of abuse are made against herself or family members. She maintains a safe and secure environment for children to play in. The childminder talks to children about why it is important to help tidy away when they have finished playing so that everyone stays safe and the toys and books are cared for.

What does the setting need to do to improve?

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

- increase opportunities for children to develop their independence skills in personal care routines
- seek wider training opportunities to raise the quality of education to an even higher level.

Setting details

Unique reference number	159110
Local authority	Bracknell Forest
Inspection number	10219676
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	2 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	18 August 2016

Information about this early years setting

The childminder registered in 2001 and lives in Binfield, Berkshire. She operates for most of the year from 8.30am to 5.30pm, Monday, Wednesday, Thursday and Friday.

Information about this inspection

Inspector

Sarah Richards

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation 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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