

Childminder report

Inspection date: 1 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and relaxed in the safe, nurturing and welcoming environment the childminder provides. Their behaviour and social skills are good and they welcome visitors enthusiastically by showing off their toys and sharing books. The childminder offers tailored settling-in sessions to support children's emotional well-being. She gathers a wealth of information from parents about their children before they start. As a result, the childminder knows the children very well and children quickly form strong and trusting bonds with her.

Children are curious and constantly busy. The childminder notices what the children are interested in and uses what she sees to motivate their learning. The children enjoy exploring their environment and are confident to ask for help and point out resources that they want to play with. Children benefit from a variety of activities to broaden their knowledge of the community they live in and the wider world. For example, they go to music groups and explore the nearby woodland. The childminder is gentle in her approach and communicates to children with care and respect. For example, before a change in activity, the childminder tells children what is going to happen next. She checks that they agree to personal care routines, such as nappy changing, which shows respect for their choices.

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

- Children are exposed to a language-rich environment. The childminder happily reads stories to children when they bring her books and she talks to children as they play. For example, as children have fun with play dough, the childminder uses words such as 'squash' and 'sticky'. Consequently, children are introduced to new words, which helps to widen their vocabulary.
- The childminder is committed to her continued professional development and regularly accesses training courses to improve her practice. For example, she has recently attended a training course on schemas, which has enabled her to understand children's patterns of behaviour, such as emptying and filling containers. She then adapts the children's learning environment to support the children's interests, such as providing a range of sorting and posting toys for children to access.
- The childminder assesses children's learning accurately. She confidently explains how different activities can benefit children's development. For instance, she knows that children can strengthen the muscles in their hands by manipulating play dough, which will then help them to master other tasks, such as holding cutlery or pencils. Most of the time, the childminder uses her interactions well with children to support their next steps in learning. However, occasionally, the childminder misses teaching opportunities as they arise to fully build on what children know and can do.

- The childminder supports children's healthy development very well. She teaches toddlers the importance of washing their hands and they remind her to sing the 'washing hands' song as they prepare for mealtimes. The childminder prepares nutritious meals and snacks. She readily accommodates children's allergies and dietary requirements and discusses these in detail with parents to ensure that she can safely meet children's needs.
- Parents are very happy with the care provided by the childminder. They feed back that their children feel completely safe and that the childminder keeps them up to date on their children's progress. However, the childminder does not consistently share guidance about how parents can extend their children's learning at home and is not always fully aware of what children are doing at home.
- The childminder is a good role model. She has a gentle approach and gives children lots of encouragement and praise. This helps to build children's confidence and self-esteem. The childminder skilfully deflects any minor disputes in a calm and patient manner. Children help the childminder to care for their environment. For example, after lunch, they help the childminder to wipe down the table.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe. She reviews and updates her risk assessments as soon as she identifies where any improvements need to be made. The childminder is familiar with a wide range of safeguarding issues, including extremism. She is able to recognise indicators of possible abuse and neglect and understands the importance of taking prompt action to help to protect children from harm. The childminder knows who to contact and the procedures to follow if she has any concerns about a child's welfare.

What does the setting need to do to improve?

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

- make the most of teaching opportunities that arise as children play to build on children's next steps in learning more consistently
- develop a more consistent two-way flow of information about children's care and learning with parents, to share more ideas about how parents can extend their children's learning at home and to gain more information about children's achievements and care at home.

Setting details

Unique reference number	2613139
Local authority	Bracknell Forest
Inspection number	10225349
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 2
Total number of places	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Bracknell, Berkshire. She operates all year round from 8.30am to 5.30pm, Monday to Friday, except for 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 setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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