

Childminder report

Inspection date: 22 April 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 build secure attachments with the warm, nurturing childminder. They regularly seek comfort from her when they require reassurance. Children cuddle on the childminder's lap to listen to stories. Their needs are well met when the childminder follows the cues that they are tired. Children feel safe enough to fall asleep in her arms. During play, children look to the childminder regularly. She responds by letting them know that she is still there. This helps children to develop their confidence. Children's behaviour is good. Children role model the care they see the childminder provides. For example, they handle dolls gently as they pretend to feed them ice cream.

Children learn about cause and effect as they bang on the musical keyboard. They smile and wiggle as they listen to the sounds that they are making. Children benefit from meaningful learning opportunities that are planned to meet their individual needs. This results in children making good progress in their learning and development. Children use technology toys to explore how things work. They pretend that the play phone is a remote control and point it to the television, trying to turn it on.

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

- The childminder is highly effective at working in partnership with parents. She shares information with them daily through using a feedback diary. The childminder sends photos and updates throughout the day via text messages, which parents really value. Parents report that their children have come on in leaps and bounds and they would not hesitate to recommend her. The childminder works well with other settings the children attend to ensure continuity of care.
- The childminder expertly supports children's communication and language. She introduces children to new vocabulary and uses repetition to help secure their knowledge. For example, she points to a picture of an octopus and repeats the word. Children try to copy the words the childminder says.
- The childminder praises the children for persevering, which helps to build their confidence and self-esteem. For example, children fill containers with puzzle pieces. They experiment with different-sized pieces to work out which ones fit inside.
- The childminder knows the children she cares for very well. She finds out about what they know and can do through discussions with parents when children join. The childminder monitors children's progress and uses her knowledge of child development to identify any gaps in children's learning.
- The childminder organises her provision so that resources are accessible for children. This enables children to be independent in selecting activities.

However, she does not consistently offer activities for children to be creative and express themselves freely.

- The childminder provides ample opportunities for children to develop their physical skills. For instance, children learn to climb the slope in the garden so they can whizz down the slide. Children use their thumb and first finger to pick up puzzle pieces and place them back in the wooden puzzle board. This helps them to develop their small-muscle skills and hand-eye coordination.
- The childminder evaluates her provision effectively. She prides herself on providing a home-from-home environment that children love to attend. The childminder is keen to continue to improve. However, she does not make full use of professional development opportunities to raise the quality of teaching further.
- The childminder provides the children with opportunities for sensory play. For example, she uses cooked pasta in a builder's tray for children to explore. The childminder takes into consideration the age of the children she cares for to make sure that the materials she uses are safe. Children show positive attitudes to learning and maintain concentration as they investigate with cause-and-effect toys.
- The childminder takes the children on regular outings in the local community, including to local parks and woodlands. They visit working farms where the children can handle animals such as chickens. This helps children learn about the world around them. The childminder has good links with other local childminders, which helps to provide the children with further opportunities for socialisation.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very secure knowledge of her responsibilities to safeguard children. She understands how to identify what may indicate a child is at risk of harm. The childminder has a detailed safeguarding policy to follow should she have a concern about a child. She knows the local processes to follow. She keeps her knowledge up to date by completing training and through regular updates from the local authority. The childminder is aware of the correct procedure to follow if an allegation is made against her or a member of her family. She understands a wide range of safeguarding issues, including domestic abuse and female genital mutilation.

What does the setting need to do to improve?

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

- develop more opportunities for children to express themselves freely using creative materials

- make full use of professional development opportunities to aim at continually raising the already good quality of teaching to the highest level.

Setting details

Unique reference number	EY225223
Local authority	Bracknell Forest
Inspection number	10228317
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 5
Total number of places	5
Number of children on roll	3
Date of previous inspection	15 September 2016

Information about this early years setting

The childminder registered in 2002. She lives in Bracknell, Berkshire. She operates her childminding practice for three days a week, from 8.30am until 5pm, for most of the year.

Information about this inspection

Inspector
Jade Orosz

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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