

Childminder report

Inspection date: 27 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 are happy and confident and show high levels of emotional well-being. They demonstrate that they feel safe and secure in the inclusive, warm and welcoming environment. Children happily explore their surroundings and choose what they want to do. They approach visitors with confidence and invite them into their play, such as singing familiar songs to them. Children engage well in their play and show positive attitudes towards their learning. They make good progress from their starting points. They enjoy completing activities to help them to recognise letters and their sounds. For instance, they complete puzzles and name the pictures and the letter they begin with. Children confidently recognise that 'E' is for Easter egg and 'V' is for violin.

Children successfully develop the skills they need for the future. They display good speaking and listening skills and engage effectively in conversations with the childminder, who listens with interest and values what they have to say. Children talk confidently about their previous experiences, such as when they visited the dentist. They eagerly tell the childminder what happened during their visit. Children demonstrate a secure understanding of size. For instance, they comment to the childminder that the dolls pram at her house is higher than the dolls buggy they have at their own home.

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

- The childminder demonstrates a good understanding of how children learn and develop. She provides a range of opportunities to enhance children's communication and language skills, such as through books, stories and songs. Children are confident communicators and eager to join in with singing their favourite rhymes.
- The childminder plans activities in response to children's interest. For instance, she responds to children's curiosity in doctors and hospitals by providing 'medical' resources to enable them to care for the dolls. However, she does not consistently identify opportunities to extend children's knowledge as they play. For example, although she provides pictures of x-rays, she does not show or discuss these with children when they comment that the doll's arm is broken.
- Children behave very well. The childminder acts as a good role model, such as thanking children when they complete tasks. Children understand the rules and boundaries of the setting, such as being kind to others and treating others with respect.
- The childminder provides a good range of resources to support children's physical skills. Children enjoy drawing pictures and develop good small-muscle skills as they carefully put bandages and plasters on the dolls during role play.
- Partnerships with parents and other settings that children attend 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, for example through face-to-face discussions. Parents report that they appreciate the care and the time taken by the childminder to provide feedback about their children's learning.

- Children are encouraged to lead active and healthy lifestyles. The childminder provides children with indoor and outdoor physical play opportunities. They regularly visit local parks, where they benefit from plenty of fresh air and exercise. The childminder talks to children about their recent visit to the dentist, and children know the importance of brushing their teeth regularly. Children understand the importance of regularly washing their hands. However, the childminder does not encourage children to complete other self-care skills independently. For instance, she does not encourage children to recognise when their noses need to be wiped and do this themselves.
- The childminder has good links with other local childminders who she meets with regularly to share information and best practice. She is committed to her ongoing professional development. The childminder accesses online training, which she uses to improve her provision. For example, she identified that recent training on behaviour management has provided her with a variety of strategies to manage challenging behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She knows the procedures to follow should she have any concerns about children. The childminder is vigilant for the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge up to date. She is aware of wider child protection issues, such as exploitation, extremism and radicalisation. 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:

- enhance the support offered to children during their play to extend learning even further
- increase the opportunities to promote children's independence and self-care skills, for example by encouraging them to wipe their own nose.

Setting details

Unique reference number	EY408346
Local authority	Bracknell Forest
Inspection number	10228526
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	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	19 October 2016

Information about this early years setting

The childminder registered in 2010. She lives in Bracknell, Berkshire. The childminder offers care Monday to Friday between 8am and 5pm, for most of the year. She receives funding to provide free early education for children aged three and four years.

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 childminder and has taken that into account in her evaluation of the provider.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The views of the parents were gathered through written feedback.
- The inspector held a discussion with the childminder following one of the activities to assess her understanding of the curriculum.
- The inspector sampled a range of documentation, including a paediatric first-aid certificate and public liability insurance.

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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