

Childminder report

Inspection date: 3 May 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 Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder offers a welcoming and nurturing environment, where children demonstrate they are happy, safe and secure. Effective settling-in procedures are in place and children quickly form strong attachments with the childminder. Children independently select toys and resources that they want to play with and take a lead in their play. For example, they manipulate and shape dough, building strength in their wrists, hands and fingers. They experiment with different cutters and rollers and talk about the shapes that they make. This supports their early writing skills well. Children make good progress in their learning and development.

The childminder supports children's growing independence skills well. For example, when children sneeze, she gently reminds them to wash their hands so they do not spread germs. Children help to tidy away toys and put on their own coats and shoes ready for outdoor play. Their younger peers persevere, have a go and are confident to ask for support if they need it. Children form strong friendships across all age groups. They behave well and show kindness and consideration to others. For example, older children help their younger peers to remove the ride-on toys from the playhouse so they can engage in their play. Children benefit from plenty of praise and encouragement from the childminder, which boosts their self-esteem even further.

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

- The experienced childminder has a secure understanding of how children learn and develop. She uses her knowledge to plan activities that help children to build on their skills and move on in their development. For example, children concentrate for long periods as they transport objects with their fingers and tweezers. They demonstrate good sorting skills and organise them into different shapes and colours. The childminder challenges children's learning further and enhances their understanding of number and calculation.
- Children show a love of books. They cuddle up to the childminder and listen intently to stories. The childminder reads books with great enthusiasm and children are eager to hear what happens next. Children point at pictures of animals and confidently repeat familiar phrases.
- Partnerships with parents are good. The childminder shares daily information with them and reports on children's progress. However, she does not provide parents with support and guidance on how to continue their children's learning at home, to help support their ongoing progress even further.
- Children show high levels of curiosity and have very positive attitudes to learning. They eagerly dig for treasure in the sand and use magnifying glasses to explore their environment. Children are keen to describe what they see. For instance, they look carefully at pretend bugs and discuss their different colours

and patterns. Children play cooperatively, listen to others and take turns when engaging in activities.

- The childminder supports children's language and communication skills well. For example, she gets down to their level and engages in their play. The childminder models language well. She extends what the children say, such as 'soft' and 'hard', and repeats back their words in longer sentences.
- The childminder promotes children's good health. For example, children independently access water when they are thirsty. They peel their own fruit and discuss food that is good for their bodies. Children have daily opportunities for physical exercise, such as at parks and in the garden.
- The childminder regularly reflects on her practice and makes continuous improvements. She keeps her knowledge and skills up to date, such as through completing training and meeting with other childminders to share good practice. Consequently, children benefit from fresh ideas and resources that inspire their learning.
- The childminder teaches children how to think about keeping themselves safe. For example, children learn how to stay safe when crossing roads. The childminder risk assesses her home daily and protects children from hazards they may come across, such as when on outings and when playing outside. However, she does not build on children's awareness of potential risks even further, such as how to stay safe should they use digital media at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes relevant training to refresh her sound knowledge of child protection procedures. She has a good knowledge of the signs that may indicate a concern about children's welfare, including abuse and extremism. She knows the procedures to follow and the people to contact should she have a concern. The childminder supervises children well, to ensure their well-being. She uses resources that are age-appropriate to ensure they are suitable for children to play with.

What does the setting need to do to improve?

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

- enhance the good partnership with parents further so that all parents consistently receive ideas and suggestions about how they can support their child's individual learning at home
- improve knowledge of how to help children to become aware of potential dangers and hazards when they use technological devices to access the internet.

Setting details

Unique reference number	159132
Local authority	Bracknell Forest
Inspection number	10136303
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 April 2016

Information about this early years setting

The childminder registered in 2001. She lives in Bracknell, Berkshire. The childminder operates Monday to Friday, from 7.30am to 6pm, throughout the year. She holds a relevant childcare qualification. The childminder receives funding to provide free early education for three- and four-year-old children

Information about this inspection

Inspector

Jane Franks

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 childminder explained her curriculum to the inspector to share what she wants children to learn and how she supports them to make progress.
- The inspector and the childminder carried out a joint observation together to reflect on the quality of teaching and learning during an adult-led activity.
- The inspector took account of parents written views.
- The inspector sampled documentation, including evidence of suitability.

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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