

# Childminder report

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Inspection date: 23 May 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 flourish in this nurturing, home-from-home environment. Babies and toddlers are happy and content and show delight when the childminder and her assistant interact with them. The childminder and her assistant have a lovely manner with children. They form genuinely warm and nurturing attachments with children. Children enjoy many opportunities to play outside and to develop their physical skills in the garden or when visiting local parks. They show determination as they refine their skills, for example when throwing and kicking a ball. Young children are developing their physical abilities and are confident to walk across different terrains. Children show positive attitudes to learning as they eagerly run around the garden popping bubbles with their hands and feet.

Children learn about healthy lifestyles, relative to their ages. For example, they understand the importance of effective handwashing and eating healthily. They sleep according to their needs, so they wake up refreshed and ready to resume their play. Children form strong friendships and respect each other as they play together. They receive gentle reminders from the childminder and her assistant about what is expected of them. The childminder has high expectations for all children, ensuring that their needs are met and that every child in her care makes good progress. This helps children to be confident in their abilities and be well prepared for school.

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

- Overall, children gain good communication, language and literacy skills. The childminder promotes speech and language through her use of clear and correct speech, familiar songs, rhymes and stories. Children enjoy looking at the illustrations in books and joining in with some actions of the rhymes they hear. However, sometimes the childminder and her assistant do not focus enough on the small steps that help children to develop their listening and attention skills in relation to their age and ability. For example, they do not maintain children's attention effectively when they read stories.
- The caring childminder is a very positive influence on children and acts as a strong role model. She sensitively and consistently teaches them the right way to behave and gives clear messages about her expectations. Consequently, young children learn to be kind and respectful of others. They happily share their play with others and listen carefully to what the childminder says. Children very much enjoy helping to look after the childminder's pet dog and show good care as they gently stroke him.
- The childminder and her assistant form good relationships with children's families. Parents comment that they feel at ease when their children are being cared for and enjoy regular updates about their children's day. The childminder

successfully includes and engages parents in their children's learning. She regularly discusses children's development and gives parents helpful ideas to support further learning at home.

- The childminder and her assistant have a curriculum that focuses on helping children to build their communication and language skills further. For example, the childminder takes on the role of a customer while playing shops with the older children. She engages in conversations with them and asks relevant questions to build further on children's interests.
- The experienced childminder evaluates her provision effectively. This enables her to improve her practice. The childminder attends all mandatory training and completes some online research and reading. However, she recognises that more recently she has not actively sought out focused professional development opportunities.
- The childminder provides experiences for children to learn about diversity and the wider world within her curriculum. For example, when learning about the celebration of Chinese New Year, the children enjoyed eating Chinese foods and listening to music.
- The childminder weaves mathematical development into children's play. She encourages children to join in with number songs such as 'Five little ducks'. The childminder further extends children's learning as they use pretend fishing rods to play 'hook a duck'. She encourages the children to count the number of ducks and to recognise the numerals written underneath. This helps to embed their understanding of numbers up to five.
- Children are encouraged to be as independent as possible at every opportunity. They access their water bottles when they are thirsty. The childminder supports children sensitively during care routines, such as washing their hands, having their nappy changed or going for a sleep.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge of how to safeguard children. They ensure that they keep their knowledge up to date on how to identify signs that a child may be at risk of harm. This includes exposure to extreme views and female genital mutilation. The childminder and her assistant are aware of the action to take if they have concerns about a child. The childminder has suitable risk assessments in place. She ensures that her setting is appropriate for children and carries out daily checks to identify and minimise hazards.

## **What does the setting need to do to improve?**

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

- help younger children to develop more listening and attention skills to advance

their emerging literacy awareness

- seek professional development opportunities to raise the quality of teaching to consistently high levels.

## Setting details

<b>Unique reference number</b>	119007
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10228192
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	20 February 2017

## Information about this early years setting

The childminder registered in 1989. She lives in Sandhurst, Berkshire. The childminder operates Monday to Friday from 7.30am to 6pm, all year round. She works with one assistant. The childminder has a relevant level 3 childcare qualification.

## 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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder, assistant and children throughout the day and evaluated the impact on children's learning.
- Parents shared their views of the childminder with the inspector.
- 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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