

# Childminder report

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Inspection date:

25 May 2022

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is outstanding

The childminder has exceptional communication skills. Children thoroughly enjoy her fun and enthusiastic approach to teaching. They laugh with her, seek affection and make plenty of decisions about how they would like to spend their time. Children talk excitedly about their planned trip to a castle to see the changing of the guards. They build their own castles during a creative activity, covering their hands in paint and laughing with each other. This helps them develop both their fine motor skills and an excellent understanding of the world around them. Children's behaviour is impeccable. They form very close bonds with the childminder and with each other.

Very young children are encouraged to solve problems and develop high levels of independence. For example, they wipe their table for snack time, identify which type of plate and cutlery they will need, then cut the tops from their strawberries independently. Children are encouraged to negotiate and solve small disagreements. For instance, at first, they cannot agree on whether to play indoors or outdoors. The childminder lets them discuss this and gives them options. They decide amicably on both indoor and outdoor play, negotiating between themselves in a happy, friendly manner.

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

- Children have outstanding opportunities to develop their early literacy skills. They eagerly approach the childminder throughout the day with a variety of books to read. They discuss the pictures and finish the sentences for her, showing their prior learning. Very young children show high levels of understanding, pointing out pictures of a 'walrus' and learning new vocabulary, such as 'croissant', during their stories and imaginary play. A highlight of their week is a trip to a local phonics session, where they sing nursery rhymes and learn the sounds letters make.
- The childminder loves researching new ideas for fun activities that support children's learning and development. For example, she recently created a washing line at child height in her garden. Children thoroughly enjoy pegging their own washing out during their imaginative play. The childminder supports them to count the pegs, follow patterns of colours and develop the muscles in their hands.
- The childminder is proactive when keeping her knowledge up to date. She sources lots of professional development opportunities from various training providers and from her local authority. For example, she recently developed her knowledge about supporting children who speak English as an additional language. She has also completed training to embed a deeper understanding of the new curriculum requirements and changes in legislation.

- Children develop an exceptional understanding of different people and communities. They enjoy learning about Diwali, making candles and discussing fire safety. They learn about the different jobs people do, enjoying visits from the police and fire service. Children who speak English as an additional language celebrate their culture with their friends. For example, they listen to nursery rhymes in their language and celebrate a different Mother's Day with their friends and family.
- Children enjoy a fantastic range of opportunities in the community. They go on regular visits to feed ducks and explore local woods. Children report that a recent highlight was a farm trip. The childminder describes how she loves exploring a local bluebell wood, teaching children not to pick flowers and leaving the woodland intact. Children also enjoy growing their own strawberries and beans at the childminder's house. All these experiences give children a rich understanding of the natural world and plenty of fresh air and exercise.
- Parents report that their children settle very quickly in the childminder's home and develop high levels of confidence. They make rapid progress with their speech and have a brilliant time during all their fun activities. Parents say that the childminder is flexible with their changing needs, very approachable, professional and caring. Other settings report that the childminder is proactive when working in partnership with them. This supports a united approach to children's learning and enables children to make the best possible progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is diligent in keeping her safeguarding knowledge up to date. She confidently describes local reporting procedures to use if she has concerns that any child is at risk of harm. The childminder keeps meticulous attendance records and follows up on absence to make sure children are safe and well. She teaches children to keep themselves safe while feeding the ducks, and children know how they would exit the building if there were a fire. The childminder is knowledgeable about wider local safeguarding concerns. For example, she describes the problems of county lines drug trafficking, and how she makes sure children are safe around technology.

## Setting details

<b>Unique reference number</b>	EY451253
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10228718
<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 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	6 December 2016

## Information about this early years setting

The childminder registered in 2012. She lives in Bracknell, Berkshire. She offers childcare each weekday from 8am to 5.30pm, with the exception of family holidays and bank holidays. The setting receives funding for the provision of free early education to children aged three and four years.

## Information about this inspection

### Inspector

Charlotte Foster

### 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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector assessed the childminder's understanding of how to keep children safe.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents and other providers shared their views of the setting and of partnership working arrangements.
- 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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