

# Childminder report

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Inspection date: 25 May 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

The childminder provides a nurturing and warm environment where children are eager and confident to talk with the childminder, each other and visitors about their play. Children enjoy a wide variety of experiences and show that they are highly motivated in their own play and learning. For example, children ask for cars from upstairs and the guttering from outside so that they can roll their cars down it. Children's behaviour is exemplary and they play exceptionally well together, taking turns and highly enjoying the company of their peers. They listen respectfully to the childminder, who reinforces behavioural expectations regularly. For instance, when children begin to throw sand, the childminder reminds them that is dangerous and sand stays in the pit.

The childminder has built close relationships with parents, which results in back-and-forth information-sharing about children's learning to support their development. For example, when children come dressed up and parents share that it is due to their interest in the castle they went to visit, the childminder supports this by adding castles and relevant vocabulary to play. As a result, parents report that they have seen great progress since their child started at the setting.

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

- The childminder understands how children build on their learning. For instance, at group time, the youngest children have a picture next to their name, whereas the older children have their name only and begin to recognise initial letters. This helps to prepare children for their next stage in learning.
- The oldest children are confident in their communication and can easily express their wants and needs, which results in those children accessing a broad curriculum. However, at times, this means that the youngest children do not get the same opportunity to share their needs, as older children dominate play. For instance, when playing with the cars, the eldest children eagerly talk with the childminder while the youngest children are left with little interaction for some time. The childminder does not always fully consider this when planning activities.
- Children's behaviour is exemplary and the childminder has consistently high expectations of behaviour. She continually discusses with the children the activities in the day and they listen intently and respond positively to adults and each other. When the oldest children begin to move too close to the story that the childminder is reading, she quickly reminds them that they must move back so that the other children can see. The childminder always uses positive language and praise to support children. As a result, children are developing an exceptional sense of right and wrong, and their behaviour is consistently positive and respectful.

- Children show a high level of confidence in social situations. For example, children excitedly come to show visitors what they have. Children take turns, cooperate and support each other. For instance, when exploring torches, the eldest children follow the youngest children with the torch and comment on what they can see. As a result, children are highly motivated and have consistently positive attitudes towards their play and learning.
- The childminder uses children's interests well to plan the curriculum and give children opportunities to embed new words in a range of contexts. For instance, when children showed an interest in buses, the childminder took the children on a bus, introducing new vocabulary throughout the outing.
- The childminder has strong and positive relationships with the parents. From the beginning, she finds out what the children already know and can do, and this supports children and families in the transition to the setting. For example, when babies start, the childminder supports them with the home routine at the setting to ensure that they settle well and feel secure. As a result, parents praise the childminder highly for her affectionate, caring and flexible approach.
- The childminder keeps her mandatory training up to date and is motivated to improve. However, she does not consistently reflect on her own practice and make the most of development opportunities in order to ensure children's experiences are of the highest quality.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure understanding of identifying signs that might indicate that children are at risk of harm. She undertakes training to ensure that she understands how to refer any concerns about children's welfare. The childminder recognises wider safeguarding issues, such as knife crime, and discusses her role in supporting families with radicalisation and bullying. She explains in detail signs of abuse, such as children becoming withdrawn or overly attached. This helps to ensure that the childminder is able to keep children safe from harm.

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

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

- review the planning of activities to ensure that all children, including the youngest, are consistently supported and engaged
- continue to use professional development to improve teaching to ensure that children are secure in their learning.

## Setting details

<b>Unique reference number</b>	2550728
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10221574
<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 2
<b>Total number of places</b>	3
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. She lives in Bracknell, Berkshire. The childminder operates from Monday to Friday, 7.30am to 6pm, all year round, except for family holidays and bank holidays. The applicant holds an appropriate level 3 qualification in childcare. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Mandy Cooper

### 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 they ensure it is 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.
- Parents shared their views of the setting with the inspector.

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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