

# Childminder report

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Inspection date: 25 May 2022

<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 build strong relationships with the well-qualified childminder, who is kind and nurturing. This helps them to feel safe and secure. Children show their independence well as they lead their own play. They sit close to the childminder, happily playing and, on occasion, they look up for reassurance. Overall, children's early communication skills are supported well, particularly those children who are learning to speak English as an additional language. The childminder repeats simple words and phrases and acknowledges children's attempts to say them, using the correct pronunciations.

Children make good progress and have many opportunities to try and practise skills themselves before the childminder gives support. For instance, children receive plenty of praise and encouragement as they carefully scoop sugar and coconut oil into a bowl. They show delight as they squeeze lemons with great determination. The childminder has good expectations of children, including their behaviour. Children follow instructions, show an awareness of routine and understand boundaries. They help to tidy away resources and show respect for the equipment provided for them. Due to the COVID-19 pandemic, parents do not routinely spend time in the setting and drop their child off at the door. The new routine works well in helping children to separate quickly and smoothly from their parents.

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

- The childminder provides a broad curriculum. She confidently recognises what children can do, how she can support their learning and what they need to know to make progress. She provides good support for children who speak English as an additional language. For instance, she learns key words to support the children when they first start to attend.
- Children display a positive attitude towards their learning. They are keen to try new things and concentrate intently on their task. For example, children focus well as they peel and stick sequins to decorate a jar. The childminder supports children's mathematical and language development well. For instance, she introduces words such as 'full' and 'circle'.
- The childminder demonstrates a genuine enjoyment of her work and is reflective about her setting. For example, she adapts her environment and resources to help support and encourage children to become independent and respectful. Children learn about other people and those who are different from themselves. For instance, the childminder talks openly to them about people with different abilities and those from different cultural backgrounds.
- The childminder accesses a wide range of professional development opportunities. This means her knowledge and skills continue to develop. For example, she recently completed training to help support the learning

experiences of children who are learning English as an additional language.

- Overall, the childminder provides a good range of opportunities for children to explore their ideas. However, she has not fully considered how she can consistently make the best use of these experiences to challenge children's critical-thinking skills even further.
- The childminder provides children with a wide range of experiences to help them broaden their horizons beyond the home. For example, they enjoy outings to the farm, zoo, the woods, music groups, the library and soft-play areas. This promotes opportunities for children to socialise with other children and learn about the world around them.
- The childminder helps children to understand how to care for their teeth. Children explore play resources, including models of teeth and toothbrushes, to learn about the importance of oral hygiene. They talk about healthy foods and practise brushing pictures of teeth to remove bacteria.
- Partnerships with parents are strong. Children benefit from the positive relationships which the childminder and parents have. The childminder shares ideas and information about the children's progress through daily discussions or digital messaging. However, the childminder does not work consistently in partnership with other settings that children attend to share information and maximise children's individual learning.
- The childminder seeks parents' views through discussions and written feedback. Parents speak highly of the childminder. They say that the childminder is 'flexible, kind and affectionate'. Another parent comments positively about the childminder going 'beyond her line of duty'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises her duty to protect children. She maintains a safe environment and regularly risk assesses her home and outings to ensure that children remain safe at all times. The childminder demonstrates a good knowledge of the signs that may indicate a child is at risk of harm. She has a secure understanding of the local procedures to follow in response to any concerns about a child. The childminder has kept her knowledge of safeguarding up to date, as well as broader issues such as radicalisation and county lines, by completing a number of training courses.

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

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

- make the most of existing opportunities to further challenge children's thinking and problem-solving skills to take their learning to a higher level
- strengthen partnerships with other early years settings that children attend to

develop more effective ways to share information about their learning and development.

## Setting details

<b>Unique reference number</b>	EY451325
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10228720
<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 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	24 November 2016

## Information about this early years setting

The childminder registered in 2012. She lives in Bracknell, Berkshire. She operates her service each weekday throughout the year, with the exception of family holidays and bank holidays. The childminder receives funding for the provision of free education for children aged three years. She has a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Anneliese Fox-Jones

## 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 this into account in their evaluation of the childminder.
- The childminder took the inspector on a tour of all areas of the premises to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including children's records and evidence of paediatric first-aid training.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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