

Childminder report

Inspection date: 22 June 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children's unique emotional needs are superbly supported. They demonstrate they feel extremely secure and confident. Children thrive at this highly stimulating setting. They have access to extensive resources and benefit from an ambitious curriculum that helps them to excel in all areas of their learning. Children are inquisitive and show fascination and wonder as they make discoveries in their play. They are highly confident and engage exceedingly well in an exciting and challenging range of activities, indoors and outdoors. Children demonstrate high levels of focus and self-control. They are extremely kind and considerate to one another. Their play is inspirationally harmonious.

Children learn about the importance of leading a healthy lifestyle. They have superb opportunities to learn about why fruit and vegetables are good for us. Children participate in planting and growing activities, such as growing and harvesting tomatoes and cauliflowers. They enjoy growing sunflowers from seeds.

Children become engrossed in their play as they participate in a wide variety of rich learning experiences in the extremely spacious and superbly equipped garden. These experiences have been meticulously planned to cover all areas of learning. Children play incredibly independently and self-select from endless learning opportunities. They melt ice to set the 'frozen' characters free and freely access the hose to water the flowers and plants.

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

- Partnerships with parents are exceptionally strong. The childminder and parents work extremely closely together. The childminder gathers detailed and valuable information from the parents to ensure that children receive consistency in their care and learning. Parents provide glowing praise for the childminder. They comment that their children have made significant progress since starting at the setting. This includes their speech and language, as well as imagination and creative thinking.
- The childminder works extremely collaboratively with her assistant. They evaluate the provision and strive to continually maintain high-quality teaching and learning. They complete training and keep up to date with research and legislation to ensure their knowledge and understanding are up to date.
- The childminder provides an inviting and fully inclusive learning environment. She values and respects each child's individuality. The childminder teaches children about similarities and differences and encourages them to develop an astute understanding of the wider community. For example, children who are bilingual are exceptionally well supported. The childminder works closely with the parents to ensure she understands how to best support and encourage an

additional language. Children access a wealth of resources that promote diversity and prompt conversation.

- The childminder and her assistant are passionate and are committed to providing the best possible standards of care and learning for children. Despite the pandemic, the childminder and her assistant have remained proactive in accessing training courses to boost their skills and knowledge. For instance, the childminder completed training to further her already excellent knowledge of how best to support children with speech and language delay.
- Older children are emotionally well prepared to start school. The childminder has developed excellent partnerships with the schools they plan to attend. Children attend a wide range of playgroups to provide experiences where they can socialise with a larger group.
- The childminder and her assistant promote critical thinking and problem-solving highly successfully. They continually ask children, 'Can you tell me what you are doing?' and 'What do you think will happen if...?' This questioning prompts children to share their ideas and talk about what is happening. Children are immersed in their play and show superb concentration.
- The childminder has a book for every occasion in her extensive library. She creatively uses stories to introduce mathematical concepts. Children's interest in a well-known story leads to them learning about fractions. For example, they cut fruit in half and learn that two halves make a whole, and cut sandwiches into quarters.
- Children are very confident speakers. The environment is rich in language opportunities and the childminder and her assistant's language and communication skills are extremely good. They understand the importance of allowing children time to think and respond to questions. The childminder and her assistant are gentle in their approach and model language well. New words are introduced to extend children's vocabulary. For example, children learn new words such as 'pomegranate' and 'serrated' and discuss eating the seeds inside and not the flesh outside the pomegranate.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate an exemplary understanding of how to keep children safe. They understand the importance of keeping their safeguarding knowledge up to date. The childminder has an excellent knowledge of broader safeguarding issues, such as protecting children from extreme views and behaviours. She is extremely confident about the local procedures for reporting any concerns about children's welfare. The childminder keeps up to date with relevant information and shares this with her assistant. She understands her responsibility to swiftly report concerns about children's safety and well-being. The childminder has robust systems to ensure that her premises are safe for children, and she carries out risk assessments when taking children on trips.

Setting details

Unique reference number	2574871
Local authority	Bracknell Forest
Inspection number	10239446
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 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Binfield, Berkshire. The childminder works with an assistant, both of whom hold a relevant early years qualification at level 3. The childminder provides care for children Monday to Thursday, from 8am until 6pm term time only. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Chris Lamey

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- The inspector and the childminder observed the children's engagement in activities and had a follow-up discussion about children's learning.
- Parents shared their views of the setting by providing feedback.
- The inspector sampled a range of documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

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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