

Childminder report

Inspection date: 5 July 2022

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

What is it like to attend this early years setting?

The provision is good

Children learn quickly with the calm and caring childminder. They explore independently, with access to a wide range of resources. Children have strong bonds with the childminder, who is responsive to their care and education needs. Children settle down quickly and approach the childminder with ease when in need of reassurance. Children behave well and are happy when the childminder praises their good efforts. They feel safe and secure in this homely environment.

Children very much enjoy books and have their favourites. They ask for these to be shared again and again. They recite repeated parts of the text, showing great recall. Children show a real passion for singing and enjoy a repertoire of songs that they know. They instantly recognise these songs as they pick out toy models that represent each song, and confidently join in with the related lyrics and actions. Children's keen interest in books and singing helps to develop their knowledge and good vocabulary further.

Children adore the outdoors. They have ample opportunities to explore and master their physical skills. They expertly negotiate the steps on the climbing frame and then zoom down the slide. Children regularly go to local parks and engage in fun and interesting activities, such as mark making with paint, using natural objects as drawing tools. This helps to promote children's emotional well-being and sense of enjoyment.

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

- The childminder reflects closely on her practice and continues to make improvements. She recognises the importance of preparing children to become lifelong learners. The childminder is committed to her own professional development. She has undertaken child psychology and outdoor learning training to improve her knowledge even further. The childminder has recently acquired an allotment to benefit and inspire children's learning even more.
- The childminder gathers information from parents when their children first start. She uses this knowledge, along with her own assessments, to further develop children's interests and determine their next steps in learning. Children make good progress from their starting points. Their knowledge and understanding are sustained through revisiting previous learning frequently, and often at children's own request.
- Children learn about festivals from other cultures, such as Chinese New Year and Diwali. However, their own diverse backgrounds, cultures and home languages are not fully celebrated and shared. This means that children do not get the best possible opportunities to fully explore what makes them unique and consider similarities and differences between their own and other's experiences.

- The childminder helps children to understand the world around them. She takes them on regular visits to her newly acquired allotment where they learn about different vegetables and fruit and how they grow. This helps children to understand where food comes from. Children are growing a pumpkin arch and looking forward to seeing it grow bigger. This helps to develop children's excitement for learning.
- The childminder offers children a wide range of learning experiences and knows what she wants them to learn. However, at times, the childminder is too ambitious and plans activities with learning intentions that are not always achievable or age-appropriate. For example, children delight in pretending that they are using oats and utensils to make dinner. The childminder wants children to recognise, name and match numerals as well, which is an activity that is too advanced for them. This does not allow children to continue with their exploration. Children are not being offered a learning opportunity that is clearly focused to deepen their existing knowledge.
- Children are guided from the outset to be independent and think of their own ideas to solve problems they may face in their play. For example, when they cannot close the lid on a box full of toys, the childminder encourages them to work out a solution. They work out how to do this by removing some toys, without any support. They clap to show that their efforts were successful as they feel a true sense of achievement.
- Parents highly value the care and education that their children receive at the childminder's home. They say that the setting is a 'lovely place for children to learn and grow'. Parents are surprised at how quickly their children learn and remember new facts. They value the bedtime book scheme and comment on the positive impact that this quality time has had on their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training. She has a secure understanding of her responsibility to protect children from harm, including from exposure to extremist views and behaviours. The childminder recognises the potential signs and symptoms of abuse. She clearly understands the local procedures to follow if she needs to seek further help or to report any concerns about a child's welfare. She ensures that children are able to play in a safe and secure environment. Children learn to keep themselves safe and manage risks, such as when they go down steps to select toys from a large storage box. This has a positive impact on children's safety and well-being.

What does the setting need to do to improve?

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

- plan age-appropriate activities more consistently, with clearly focused learning, based on what children already know and need to learn next, in order to deepen their understanding
- provide children with opportunities to celebrate and share with others their home languages and cultural experiences, to make them feel even more valued and unique.

Setting details

Unique reference number	2539386
Local authority	Bracknell Forest
Inspection number	10208653
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Warfield, near Bracknell, Berkshire. The childminder offers care Monday to Friday from 8am to 5pm during term only. She holds a relevant childcare qualification.

Information about this inspection

Inspector

Sonia Panchal

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 talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector observed the quality of the education being provided indoors and outdoors, and assessed the impact that this was having on the children's learning.
- Parents shared their written views about the care and education their children receive at the childminder's home, 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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