

Childminder report

Inspection date: 6 July 2022

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| 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 are happy and enjoy their time at the childminder's home. They confidently explore outside and inside, asking the childminder for what they need. For example, children ask for the trains to be put out so that they can build a track, and they ask for a snack when they become hungry.

The childminder has caring relationships that focus on children's well-being. Children develop secure attachments and they settle very quickly in her care. As a result, children happily play with the childminder and their peers. For example, children chat and giggle with each other while playing with shapes.

Children behave very well. The childminder constantly reminds them of her high behaviour expectations. For instance, the childminder supports children who would like a toy by role modelling words such as 'please' and 'thank you'. Children are consistently polite to others and are able to manage their own feelings from an early age.

Children have respectful, caring and joyful relationships. The oldest children support the youngest children with empathy and kindness. For example, they kiss and cuddle the youngest children when they get upset. Children are developing their emotional skills. They are developing a good understanding of their feelings and emotions.

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

- The childminder knows the children well. She adapts her teaching to meet children's individual needs. She recognises the different stages the children are at in their development. For example, she uses sounds and gestures with babies and a wider vocabulary with older children. As a result, children have good knowledge for their own future learning.
- The childminder always asks the children for their thoughts and ideas. This means that children have consistently positive attitudes towards play and learning. For instance, in the garden, the childminder asks the children what they would like to play with for that day. The children happily ask for the slide, water tray and the cars. They then play with the cars for a long period of time.
- The childminder and children enjoy sensitive, stimulating and caring relationships. For example, the childminder supports babies on the see-saw, gently pushing up and down as the babies giggle with delight. This builds children's confidence and they begin to understand what makes them unique.
- The childminder supports children's communication and language skills. Children frequently use babbling, words and a wide vocabulary within their play. For instance, children sit together at lunchtime, chatting back and forth about their

ideas. The childminder introduces new vocabulary, such as 'yum' and 'crunch'. Children repeat or babble back in response. They are confident in social situations.

- Children enjoy learning about oral hygiene. For instance, children pretend to be dentists, using tools to look inside one another's mouths. They talk excitedly about how they brush their teeth in the morning. However, the childminder is not fully effective in teaching children the skills they need for their own personal hygiene.
- Children are developing good independence skills, such as putting on their own coats. Additionally, babies are learning to crawl and walk unaided. This helps children to follow their interests and engage in a wide variety of experiences offered. For instance, babies enjoy moving around the garden, exploring sensory blocks and the colours of the flowers. However, at times, babies are not able to explore freely in the garden, as the childminder does not prepare the garden effectively for those younger children using the area.
- Parents report that the childminder offers a homely environment where children flourish. They value the childminder for her very kind and caring nature. Parents explain that their children settle in quickly. For example, parents say that within a few days of starting at the childminder's, the children happily go to the childminder in the morning. The parents praise her excellent communication. This includes daily diaries, verbal communication and pictures of what the children have been learning that day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date through regular online training. She knows how and where to report to if she has any concerns about children's welfare. The childminder describes the signs and symptoms of when children may be at risk of harm, such as bruising on an immobile baby. She is confident in her knowledge of how to report, if an allegation is made about her own conduct. The childminder carries out thorough risk assessments for any outings. To minimise risks to children, she uses strategies to help younger children walk safely with her and ensure they are highly visible.

What does the setting need to do to improve?

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

- review procedures for teaching children the skills they need to manage their self-care more effectively
- further improve the outdoor environment, ensuring it is well prepared and meets the needs of the youngest children.

Setting details

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| Unique reference number | 2558721 |
| Local authority | Bracknell Forest |
| Inspection number | 10232107 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Childminder |
| Age range of children at time of inspection | 0 to 2 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2019. She lives in Warfield, Bracknell, Berkshire. The childminder works Monday to Friday, during term time. She holds a recognised childcare qualification at level 3.

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder and those living at the same address.

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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