

Childminder report

Inspection date: 14 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 are settled and happy in this warm and nurturing childminder's care. They enjoy the range of interesting activities and experiences she offers. Children seek out their friends to join them in their play. They hold hands and tell each other, 'You are my friend', as they talk to each other about what they would like to play with. Children negotiate and listen to each other's ideas. They are kind and caring towards one another. Children are affectionate and offer hugs to their younger friends. They delight in spending time together and demonstrate a strong sense of belonging.

Children make good progress in their learning and development. They benefit from the childminder's commitment to understanding and supporting their individual needs and interests. Children are engaged and concentrate on their chosen activities. For instance, they are fascinated when the childminder shows them objects frozen in ice. They carefully take their time to figure out how to remove the objects. Children develop their hand-to-eye coordination and fine-motor skills as they experiment with breaking the ice using different tools. They explore and discuss what happens when they use warm water to make the ice melt. Children are motivated to learn and keen to make discoveries.

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

- The childminder supports children with special educational needs and/or disabilities (SEND) well. She gets to know each individual child and ensures she observes and assesses their development regularly. The childminder is swift to identify any emerging needs. She works in partnership with parents and external agencies to ensure support is put in place. The childminder is dedicated to ensuring all children achieve the best possible outcomes.
- The childminder uses songs and rhymes to help children learn new words and sounds. She teaches children to use sign language to aid their ability to communicate. They join in as they practise the different signs for words they have learnt. Children are confident communicators and make good progress in their speech and language development.
- The childminder creates a curriculum that covers all areas of learning. She plans experiences around different seasons and festivals throughout the year. For instance, she teaches children about the festival of Eid. Children listen to a story about the festival. They try on traditional clothing, look at 'Mehndi' designs and taste the foods from the story. However, the childminder does not take time to check that children have fully understood and can recall what they have learnt. Therefore, their knowledge is not embedded as securely as possible.
- The childminder regularly gives children opportunities to socialise and visit different places in the local community. For instance, she spends time with other

childminders and the children they care for. Children attend a local café run by adults with SEND. The childminder supports them to understand about similarities, differences and what makes people unique. Children experience the diversity of life in modern Britain.

- Children enjoy plenty of time outside in the fresh air and opportunities to be physically active. For instance, children use the different climbing equipment in the garden and learn how to manage their own risks. They balance on wobble boards, developing their core strength and agility. Children dance and take part in music and movement routines. They explore different ways they can move their bodies and express themselves.
- The childminder is beginning to encourage children to do some things independently, such as putting on their own shoes and selecting resources during play. However, she occasionally completes tasks that children could try for themselves. Therefore, the childminder does not consistently challenge children to do more and extend on opportunities to further increase their independence.
- The childminder is committed to continuously developing her own knowledge and skills. She undertakes regular training in order to improve and develop her practice. For instance, the childminder recently attended a webinar around supporting children after the COVID-19 pandemic. As a result, she has developed activities to encourage children to recognise different emotions and facial expressions and learn to express their feelings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of the procedures she must follow to report any concerns about the welfare of a child. She is aware of the signs that may indicate a child is at risk from harm. The childminder keeps her training and knowledge of child protection up to date. She ensures her resources and equipment are suitable for children. The childminder risk assesses any trips and outings. She teaches children how to keep themselves safe. For instance, children learn about keeping safe in the sun on a hot day. The childminder talks to children about the importance of staying in the shade, wearing sun cream and keeping hydrated.

What does the setting need to do to improve?

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

- provide more encouragement for children to reflect on activities and experiences to embed their learning as securely as possible
- support children to consistently do more for themselves and further increase their independence.

Setting details

Unique reference number	EY562387
Local authority	Bracknell Forest
Inspection number	10190968
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	2 to 4
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Bracknell, Berkshire. She operates from 8am to 5pm, Monday to Friday, for most of the year. The childminder provides funded early education for three- and four-year-old children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Alice M Roberts

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 that into account in their evaluation of the setting.
- The childminder and the inspector carried out a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with 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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