

# Childminder report

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Inspection date:

19 July 2022

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are extremely settled and secure in the care of the childminder, who they share a close bond with. Children are very happy and self-assured. They have excellent autonomy in the setting, which the childminder encourages. This helps to build their confidence and develop their self-help skills. For instance, children frequently initiate their own play. They spontaneously decide to have a 'picnic', and excitedly choose their resources independently, as they explore their ideas. Their play is astutely supported by the childminder, who is highly skilled in promoting children's language development. She ensures children have time to process their ideas and work things out. The childminder provides an engaging narrative as children play, pointing out things of interest, and introducing new words to extend their vocabulary.

Children show positive attitudes to learning and make rapid progress in their development. They gain an early understanding of mathematics and use mathematical language in their play. For example, they work out how many plates they need, and if they want a big slice of cake, or a smaller one. They recognise that their watermelon is a triangle shape. Children are polite and their behaviour is exemplary. They show exceptional kindness to one another, and gain essential skills in managing their emotions. The childminder consistently supports children in their negotiating skills and helps them to understand the needs of others. For example, older children are mindful of the younger children. They involve them in their play, and during handwashing they reach for a towel for younger children.

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

- The childminder is a qualified and experienced practitioner. She has an extensive knowledge of how children learn and has high expectations for all children. She meticulously plans exciting activities and experiences, taking into consideration children's interests, experiences and needs. The childminder skilfully promotes children's independence to prepare them for the next stage in their learning. This is a significant aspect of her curriculum, and it is weaved through all inspection activities and routines.
- Children show high levels of engagement and are highly productive in their play. For example, older children paint around one another to create silhouettes. They play collaboratively, testing out their ideas of using other items to paint around to create different shapes. Children show great concentration and determination as they complete complex jigsaw puzzles. Older children share their techniques with the younger children, helping them to match the colours and identify shapes.
- There are excellent opportunities for children to develop their physical skills. They skilfully climb and balance on the climbing frame, and ride trikes, bikes and

scooters daily. Children enjoy enriching outings to places of interest. For example, when learning about the Queen's Platinum Jubilee, they visited Windsor Castle to see the changing of the guard. Parents report that their children are still talking about this experience and continue to watch videos of their trip.

- Children learn about healthy eating through exciting, related activities, including fruit picking, and growing their own strawberries, herbs and beans. They enjoy healthy snacks and learn to carefully cut their own grapes under the supervision of the childminder.
- The childminder greatly encourages children's love of books. She provides a wide variety of books and reads favourite stories repeatedly to build on children's understanding of the story. Even the youngest children independently choose their favourite book. They sit quietly, turning over the pages. Their face beams with delight as they recognise the familiar pictures in the story they have listened to many times.
- The childminder has a comprehensive knowledge of the children, and she balances their needs extremely well. She is committed to providing an inclusive service and she works closely with parents to ensure children's needs are met. This helps her to make reliable assessments of children's progress and targeted next steps for their learning. The childminder is proactive in working with other settings the children attend, including schools and pre-schools. This promotes consistency in children's learning.
- The childminder keeps her practice up to date through attending ongoing training and involvement in childminding meetings. She continues to build on her skills and knowledge to provide a high-quality service and achieve the best possible outcomes for all children.
- Parents describe the setting as 'joyful', where children are 'nurtured and challenged'. They say the childminder 'takes their children's unique characters into account' and 'children love attending the setting'. Parents also say they appreciate the support they personally receive from the childminder.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of child protection. She undertakes training and attends local meetings to ensure that she is knowledgeable about any changes or new aspects of safeguarding. She has a strong understanding of her role to safeguard and has clear policies in place, which she shares with parents. Children show an excellent awareness of their own safety. For example, they remember the manoeuvre taught to them by the childminder to help them to get down from the climbing frame safely. The childminder ensures her assistants attend safeguarding training and know what to do in the event of a safeguarding concern. Robust risk assessments are in place and reviewed regularly to minimise potential hazards.

## Setting details

<b>Unique reference number</b>	EY378780
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10136533
<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 16
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	15 December 2015

## Information about this early years setting

The childminder registered in 2008. She lives in Bracknell, Berkshire. She occasionally works with an assistant and operates Monday to Friday, all year round. The childminder holds a childcare qualification at level 3. She provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Lizzie Mackey

### 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 inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector took account of written reviews provided by the parents.
- The inspector observed the quality of education provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the premises and discussed the arrangements in place to keep children safe.

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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