

# Childminder report

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Inspection date: 12 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children excitedly wave goodbye to their parents as they enter the childminder's house. They receive a warm and friendly welcome from the childminder, co-childminder and assistant in this homely environment. Children have positive, trusting relationships with the childminder as lots of them have been attending the setting for many years.

Children share responsibilities, which helps to give them a sense of belonging. For example, children confidently help to set up the breakfast table together with their friends. They are developing strong independence, which means they have the skills they need for future learning.

Children are extremely confident in social situations. This is demonstrated by the way that children consistently approach adults and friends to talk about their needs and ideas. For example, as they sit together, the oldest chat with the youngest about their families and what they will be doing that day.

Children are developing their resilience and keep trying hard with support from the childminder. For instance, children persist for a long period of time with trying to cut paper with scissors independently. The childminder gently role models how to use scissors and, after some time, children jump with joy shouting 'I did it' with excitement.

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

- The childminder offers many resources for the children across designated spaces indoors and outdoors. The children enjoy a breadth of experiences, such as pretending to cook in the home corner and looking after their pet tortoise, 'Speedy'. Although children enjoy the wide range of activities on offer, sometimes, the childminder, co-childminder and assistant do not communicate with each other as effectively as they could. This leads to times when children have to wait for the next activity to start. As a result, useful learning time is lost for children.
- The childminder has high expectations of children's behaviour. She supports this with a reward tool where children can get a reward for demonstrating positive behaviour. For example, when children help to tidy up, they can receive an award. However, these are not applied consistently by all staff. As a result, children sometimes receive unclear messages about behavioural expectations, which impact on their developing understanding of acceptable and considerate behaviour.
- The childminder's teaching skills are of high quality. She is extremely good at supporting children's individual needs at different ages and stages of

development. For example, children enjoy making fish from craft materials. The childminder helps the youngest children by dipping a stick in glue and watching it fall. She also supports the older children with their vocabulary and describing words.

- Children's communication and language skills are strong. The childminder, co-childminder and assistant consistently chat back and forth with the children. As a result, children learn new words to add to their vocabulary. For example, as children play in the home corner, they talk about the 'spicy sauce' and the 'sweetcorn pizza' they pretend to make. They are confident in asking the childminder and assistants for what they need for their own learning.
- The childminder promotes children's independence skills through everyday routines. For example, the childminder gives children individual roles as children excitedly help to put away the food delivery. Children use these skills in their day, and like to try new skills for themselves before asking for help if needed.
- The childminder has effective systems in place to improve practice. For example, assistants receive regular verbal feedback on their practice to ensure that the quality of teaching improves over time. For example, the childminder shadows new assistants as part of their induction to ensure that they get to know the children and routines. This means that children's individual needs are met well. The childminder attends a wide variety of training to keep her own knowledge up to date. She has strong links with local authority advisers, who come in and visit the setting to reflect on the quality of teaching with the childminder. This supports the setting to continually improve.
- Parents speak highly of the childminder and many families have been attending with older siblings for long periods of time. They describe the childminder's setting as a 'home from home' where the children feel comfortable and happy. Parents say that children progress extremely well from their starting points. They appreciate the childminder's individualised support for their own personal circumstances. Parents receive regular feedback through daily verbal conversations. The childminder shares information about children's learning through online journals. As a result, parents support children towards their next steps, and children make good progress in their development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder, co-childminder and assistant understand what action to take if they were concerned about children's welfare. They know how to spot the signs of safeguarding issues, such as for those children who may be at risk of physical abuse. The childminder keeps her and her assistant's knowledge up to date with regular safeguarding training. The childminder and co-childminder carry out daily risk assessments to minimise the risk to children. Robust risk assessments are in place for outings and school drop offs. For example, children hold hands in pairs, and the ratio of children to adults is limited.

## What does the setting need to do to improve?

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

- further improve practice to ensure behaviour expectations are applied consistently
- improve routines to ensure children's needs are met at all times.

## Setting details

<b>Unique reference number</b>	EY318408
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10247684
<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 12
<b>Total number of places</b>	8
<b>Number of children on roll</b>	28
<b>Date of previous inspection</b>	23 October 2017

## Information about this early years setting

The childminder registered in 2006 and lives in Bracknell in Berkshire. The childminder employs three assistants, an administrator and works with a co-childminder. Working hours are between 8am and 6pm each weekday for most of the year. The childminder receives funding for the provision of free early education for children aged two, three and four years. The childminder holds an appropriate qualification at level 5 and one of her assistants is qualified at level 3.

## Information about this inspection

### Inspector

Mandy Cooper

### 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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.

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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