

Childminder report

Inspection date: 8 August 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 have a warm bond with the childminder and express clearly that they feel happy, safe and secure in her care. Children make choices about their play. They benefit from well-planned activities and resources, both indoors and outdoors, that promote their learning across all seven areas. For example, children act out real-life experiences, making ice creams in the role-play area. They learn to distinguish between the different colours and the flavours these represent. Children have fun in the construction area with a range of diggers and trucks. They look at non-fiction books to learn more about the roles and jobs these vehicles do. Babies show emotional security. They watch older children play and are very attentive. After waking from a nap, they are refreshed and enjoy a cuddle with the childminder prior to returning to their exploration.

Children benefit from the childminder's curriculum, which focuses on their acquisition of language, confidence and independence. They enjoy a broad range of outings away from the home that enhance their experiences and offer opportunities to broaden their knowledge of the world around them. These include visits within the local community, toddler groups, parks, the opticians and local shops. Older children enjoy experiencing externally led forest school sessions. Children are very well behaved at all times. They have a clear understanding of the childminder's expectations and show each other respect and care as they play.

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

- The childminder is keen to continually improve her practice. She meets with other childminder colleagues to exchange good practice ideas, and she finds personal research and training beneficial. For example, she completed training to support her understanding of how to work with parents and children following the COVID-19 pandemic. The childminder found this useful in assessing how best to support and reassure parents of children new to the setting and those children who were more wary of social interactions.
- Overall, the childminder has a good understanding of her curriculum and what she plans for children to learn. She interacts purposefully and children engage well in their activities. The childminder is confident to act on minor gaps identified in children's learning and to support those children speaking and learning English as an additional language. This is achieved well, for example by using visual cards and providing books in the languages children hear at home.
- The childminder plans around children's interests effectively. For example, children thoroughly enjoy play experiences based on the theme of construction to enhance their developing number and colour recognition. Children engage very well when hunting for treasure cards buried in a bed of sand. They use scoops and diggers to move and transport the sand mix. Children are curious

about finding the treasure cards printed with a number and their corresponding coloured blocks in a tower. They show understanding of the colours, for instance naming 'red' with confidence. Children listen as the childminder extends learning by counting from one to five.

- The childminder is enthusiastic and caring. Her warm interactions help encourage children to enjoy play. The childminder understands the importance of helping children acquire good language skills. She is confident in how she provides communication and commentary during play and is proactive to use social situations, such as snack time, to read books to children. Children show understanding of language and are attentive. However, the childminder is less confident in the ways she promotes new language and extension of sentences. For example, she offers fewer opportunities for children to sing songs, learn rhymes, link words and process their responses.
- Children show a positive attitude to their learning. They are kind to one another and demonstrate awareness of taking turns and sharing. For instance, children take turns with favourite construction parts as they build and design. Children play together cooperatively. For example, they patiently take turns to sit on the car to push themselves down the ramp.
- The childminder helps to ensure that children lead healthy lifestyles. She offers plenty of opportunities for children to be outdoors and physically active. The childminder encourages children's independence from an early age. For example, in handwashing, feeding and toileting. Babies sleep in accordance to their routines. They wake refreshed, happy and content. The childminder provides healthy and nutritious snacks and meals.
- Parents are positive about the care their children receive. They state that children thoroughly enjoy attending and that the childminder offers interesting activities and outings. Parents add that children are developing good social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to protect the children in her care. She completes all aspects of safeguarding training and regularly reviews this knowledge. For example, she knows the procedure to follow if an allegation is made against her. She is aware of what to do if a child makes a disclosure to her. The childminder understands her responsibilities for protecting children in relation to social media, information and photos.

What does the setting need to do to improve?

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

- extend the range of opportunities for children to enhance their developing language and communication skills.

Setting details

Unique reference number	2575555
Local authority	Bracknell Forest
Inspection number	10239412
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Bracknell. The childminder provides care on Monday and Wednesday from 7am to 5pm, and on Tuesday and Thursday from 7.30am to 6pm. She works for most weeks of the year apart from holidays. The childminder receives funding for the provision of free early education for children aged three years.

Information about this inspection

Inspector
Aileen Finan

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 provider and has taken that into account in her evaluation of the provider.
- The childminder and inspector conducted a learning walk. The childminder discussed how she plans her curriculum and how she works in partnership with parents.
- A joint observation was completed. The childminder discussed her aims for children's learning. She told the inspector how she will build on their developing knowledge and understanding in the future.
- The inspector spoke with the children present and she read written feedback from parents.
- Relevant documentation was sampled during the inspection.

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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