

Childminder report

Inspection date: 12 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 excitedly enter the setting and receive a warm welcome from the childminder, co-childminder and assistant present on the day. They are very confident and excitedly chat to their friends about what they have been doing at home that morning and what they plan to do that day.

Children have lots of opportunities to help with everyday routines, and as a result, children's independence skills are strong. For example, children help to put away the food shopping and choose their own breakfast from the cupboard. They have the skills they need for future learning.

Children enjoy a wide variety of activities at the childminder's setting. For example, they laugh and giggle as they use their imagination to design their own animal, made of fruit and rice cakes. Children are developing knowledge across all areas of learning.

The childminder regularly celebrates children's individual achievements. For example, children excitedly jump up and down telling everyone that they have a stamp because they have been on the potty. They show pride in themselves and are beginning to understand what makes them unique.

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

- Children have dedicated spaces to use, both indoors and outside and enjoy playing with a varied range of resources. The childminder, co-childminder, and assistant rush around to organise the environment. Younger children are sometimes a little overwhelmed by the busy environment and do not consistently receive the support they need to join in fully.
- Children enjoy a wide variety of experiences, such as, making fish pictures with art materials and playing cooking in the home corner. However, at times, these are not based on what children already know and can do, which limits learning for some children.
- The childminder knows the children well and supports them to make good progress in their development. For example, children choose to write their own name and the childminder supports them by role modelling writing letters. The children keep trying hard and smile with joy when they achieve this.
- Children's communication and language skills are strong. They are confident in sharing their ideas with adults and friends. For example, babies happily babble, giggle and clap to each other, while older children sit together talking about their 'frizzy' and 'straight' hairstyles. Children are learn new vocabulary and how to articulate what they know.
- The childminder supports children with consistent positive praise. For example,

children receive 'stars' when they achieve something such as trying new foods or helping to tidy. Children have positive attitudes to learning and understand behaviour expectations.

- The childminder has effective systems in place to support assistants with their professional development. For example, they receive regular training to support their knowledge and they have regular supervisions to reflect on practice. For example, when new assistants start they shadow an experienced key person and they observe practice to ensure they understand the setting's quality of teaching. As a result, the quality of teaching improves over time.
- The childminder is proactive in improving practice and undertakes training to keep her own knowledge up to date. She attends regular network meetings with the local authority and other childminders to share ideas about best practice. This supports the setting to continually improve.
- The childminder has a strong partnership with parents. Parents are eager to share their positive experiences of the childminder and say that the childminder treats every child as an individual. Parents appreciate the regular updates about their children's learning on the app. They say that the childminders setting is friendly and that staff are very approachable.
- The childminder promotes children's personal hygiene in all aspects of the routine. Children are increasingly independent in their own self-care skills. For example, they know how to wash their hands independently after going to the toilet and before eating. Children are beginning to understand how to keep themselves healthy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder, co-childminder and assistant have a good understanding of safeguarding issues. They attend regular training to keep their safeguarding knowledge up to date. The childminder understands how to report if they had concerns over children's welfare. She explains signs they may see if a child was at risk of radicalisation. The childminder and co-childminder carry out robust daily risk assessments to minimise risk to children and keep them safe. They complete appropriate checks for all assistants to ensure those working with children are suitable.

What does the setting need to do to improve?

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

- improve routines to ensure all children, particularly the youngest, are fully supported to join in with conversations and learning opportunities at these times
- improve the curriculum further, by focusing planning more precisely on what children need to learn next.

Setting details

Unique reference number	EY561966
Local authority	Bracknell Forest
Inspection number	10190980
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	1 to 12
Total number of places	8
Number of children on roll	28
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She works in Bracknell, Berkshire with a co-childminder and three assistants. She holds a childcare qualification at level 3. She operates from 8am to 6pm, Monday to Friday for most of the year.

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- 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 several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the childminders.

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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