

Childminder report

Inspection date: 4 August 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 are happy and safe in this welcoming environment. They confidently move between the indoor and outdoor play areas. Children develop their imaginations as they play together cooperatively, becoming fire fighters in their own imaginative game. They learn to manage risks with the support of the childminder, as they move items such as mats away to create a safe space for running games.

Children receive praise and encouragement from the childminder. Children learn to manage their own behaviour and play cooperatively with each other. Children use their manners, share, and take turns with one another. This helps them to build their confidence and self-esteem. Children's language skills are supported as the childminder uses opportunities to engage them in conversations. She gently names actions and objects for younger children while challenging older children through questioning ideas.

The childminder plans frequent opportunities for children to explore the local environment and develop their social skills outside of the home setting. For example, children attend local messy play groups, they explore parks and use natural parks. The childminder uses these opportunities to engage the children in learning and extend their knowledge. Following a recent strawberry-picking trip, they cut their own fruit for snack time and tasted different fruits.

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

- The childminder recognises the importance of ensuring that children progress in their education and development by offering a range of resources and activities. However, sometimes, the curriculum she has planned to support children's next steps, is not focused enough to reflect the individual needs and different ages and stages of the children taking part. As a result, at times not all children engage fully in the activities.
- The childminder helps children to develop their understanding of healthy lifestyle choices. Children sit together and discuss healthy food that the childminder has provided at snack time. Children use utensils and pour their own water into cups. These practices further develop the children's knowledge and understanding of how to keep themselves healthy.
- The childminder ensures that children are given opportunities to develop their own independence. They are encouraged to manage their own personal hygiene. Older children freely use tissues to wipe their nose and wash their hands independently. Younger children are included in nappy changing with the childminder speaking to the child first informing them of what she is about to do before changing them. This prepares children for managing their future hygiene and developing good personal hygiene practices.

- The childminder provides good opportunities for children to develop their social skills. For instance, she encourages older children to help serve lunch and encourages the children to take turns in helping each other. This helps children develop an awareness of others and encourages them to be thoughtful when interacting with others.
- The childminder reflects on her practice and ensures that children are included in this evaluation. Children are encouraged to review planned activities after they have taken part, using visual signs to indicate whether they enjoyed the activity or not. This ensures that children's views are taken into account and builds their sense of self.
- The childminder takes part in professional development and understands the importance of keeping her knowledge up to date to ensure her practices benefit children. For example, she has recently taken part in behaviour training and infection control to further support her professional knowledge.
- The childminder provides the children with opportunities to develop their physical skills. They freely choose to play outdoors with a range of activities to develop their large muscles. For example, they use wheeled vehicles to negotiate their way around the garden. The children's small-muscle skills are also developed through chalk marking and shape sizing puzzles. This helps the children to develop the skills they need for early mark making.
- Parents are provided with opportunities to give regular feedback both verbally and through questionnaires. This enables the childminder to evaluate the quality of her provision and ensure that parents are included in the delivery of services.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the safety and well-being of the children is met. She implements effective procedures to ensure that the premises are kept secure. For instance, they talk about going to the local park in the event of a fire. The childminder is aware of how to report any concerns about a child in her care to the relevant authorities. The childminder is confident in discussing the signs and symptoms of abuse, such as those of physical abuse and if a family may be at risk of radicalisation. She is aware of the process to follow if there is an allegation against herself or anyone in her household.

What does the setting need to do to improve?

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

- further extend the curriculum planning to ensure that the individual needs of children different ages and stages of the development are taken into account.

Setting details

Unique reference number	EY398592
Local authority	Bracknell Forest
Inspection number	10228513
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 September 2016

Information about this early years setting

The childminder registered in 2009. She lives in Bracknell. She provides care on Monday to Thursday from 8am to 6pm. The childminder accepts three and four year old early educational funding and operates all year round

Information about this inspection

Inspector

Megan McClellan

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector carried out a joint observation of an activity with the childminder.
- The childminder provided the inspector with a sample of 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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