

# Childminder report

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Inspection date: 19 October 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

All children have a great deal of fun in the childminder's nurturing and homely setting. Older children explore acorns, leaves and sticks they have collected on a nature walk. They develop the small muscles in their hands using tweezers to pick up acorns and leaves. Very young children enjoy participating in outdoor activities. They laugh with their friends while running and using the slide. These activities help children to develop their balance and coordination. The childminder gives clear guidance during garden play. This helps children learn to keep safe on the slide and when playing with water. Children get plenty of fresh air and exercise during these activities.

The childminder offers timely reminders when children struggle to share toys. This helps children learn to take turns and be considerate of their friends while they play. Children are helpful to one another and discuss their play. For example, they pass water bottles to each other and discuss the pictures they are painting. The childminder is quick to identify when children are hungry or tired. She adapts her timetable to meet the different needs of children. The childminder makes sure children get plenty of healthy and nutritious food. Children are confident to approach the childminder for all their needs and create close bonds with her.

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

- The childminder teaches children to communicate their needs. She models language to the youngest children and encourages them to repeat words back. This supports children to develop a wide vocabulary at a young age.
- All children are polite. Even the youngest children thank the childminder at mealtimes. Children discuss what their favourite fruits are and make choices about their snacks.
- Overall, children's independence skills are well developed. However, at times, the childminder completes tasks for children that they could try and do for themselves. For example, peeling bananas and taking coats off. This does not support children to develop their independence skills to the highest levels.
- The childminder knows children and their families well. She assesses what children can do and then plans what they need to learn next. For example, the childminder works in partnership with parents to help children with toilet training.
- The childminder plans activities that develop early mathematical skills, such as counting acorns and thinking about what is heavy and light. However, at times, some older children would benefit from more challenge during these activities. This would support them to develop their knowledge even further.
- The childminder evaluates her practice each day and reflects on which activities have gone well. The childminder recently developed her knowledge about the

revised 'Statutory framework for the early years foundation stage.' She demonstrates a good understanding of her responsibilities. For instance, she has purchased new resources to teach children about effective oral care.

- The childminder plans many opportunities for children to explore their local community. For example, children enjoy trips to a local playgroup, where they socialise and make friends. Children develop their creative skills at these groups, such as singing and exploring different crafts.
- Children learn about how things grow. The childminder helps children to grow strawberries, pumpkins and raspberries in her garden. They enjoy reading books about which bugs live in the garden and go hunting for them. This supports children to develop a good understanding about the natural world.
- The childminder teaches children about the different jobs people do. She uses resources, such as dolls and books, to celebrate the different cultures of the children. The childminder finds cartoons in the home languages of children. This helps children learn about the similarities and differences between themselves. Children celebrate festivals such as Diwali and Christmas. They make gifts for family members and learn about different celebrations.
- Parents report that the childminder communicates exceptionally well about their children's learning and development. They value her consistent support for children with special educational needs and/or disabilities. Parents describe how the childminder is caring and nurturing. She helps children to develop confidence and creates a feeling of 'family' in her home for all children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the local reporting procedures to follow if she has any concerns about children's welfare. She has good knowledge about wider safeguarding issues, such as radicalisation. The childminder keeps meticulous attendance records. She follows up any non-attendance swiftly to make sure children are safe. The childminder has attended training to help keep her knowledge of safeguarding children up to date. Risks are assessed in the garden and during community outings. The childminder supervises children very well and teaches them how to keep themselves safe during play.

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

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

- strengthen opportunities for children to complete small tasks for themselves to develop their independence skills even further
- maximise opportunities to further challenge the most able children with their mathematical skills.

## Setting details

<b>Unique reference number</b>	EY460732
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10228799
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	15 December 2016

## Information about this early years setting

The childminder registered in 2013. She lives in Sandhurst, Berkshire. The childminder provides care Monday to Friday, from 7am to 6pm, all year round, except for family holidays.

## Information about this inspection

### Inspector

Charlotte Foster

### 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 the inspector evaluated a planned activity together.
- Parents shared their views of the setting with the inspector.
- The inspector assessed the childminder's understanding of how to keep children safe.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for 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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