

Childminder report

Inspection date: 17 November 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 form close and trusting relationships with the childminder and her co-childminder. They feel safe, secure and relaxed in this calm and caring environment. Children happily engage in the activities on offer. They play imaginatively with construction blocks and describe the shops that they are building.

Children learn respect and manners, which the childminder and her co-childminder model well. For example, they constantly hear positive language, such as 'please' and 'thank you'. This gives children an understanding of the expectations for good behaviour. Children make close friendships with others. They behave extremely well and share resources cooperatively together. They are kind to each other and enjoy each other's company.

The childminder gets to know the children well from the start and gathers detailed information from parents to ensure that activities reflect children's interest and stage of development. Established partnerships with the local schools mean that information about children's learning is shared. Therefore, children enjoy continuity in their learning and are prepared for when they move on to school.

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

- The childminder keeps up to date with essential training and updates her knowledge, such as through webinars and briefings. She shares information with her co-childminder after completing training and values the regular discussions they share to provide a consistent approach to learning and development.
- Parent partnership is highly effective. Parents compliment the childminder and her co-childminder for the care they provide for their children. They are kept extremely well informed about their children's achievements and praise the childminder for the support she provides with issues, such as toilet training.
- The childminder provides many opportunities to promote children's early writing skills. For instance, children enjoy making marks on surfaces and in mud. When they are ready and show an interest, the childminder teaches them to recognise their names and begin to form letter shapes. This prepares them well for the next steps in their learning.
- Children have daily opportunities to develop their creative skills. The childminder teaches them new songs and actions to develop their vocabulary. Children eagerly use musical instruments and tap out rhythmic beats. They are able to describe the sounds made and make comparisons between what they hear. For instance, they bang on chimes to represent marching elephants and describe an instrument that sounds like thunder.
- The childminder supports children's communication and language development

well. For example, when children all pretend to be elephants, she explains a 'stampede'. She constantly talks to children as they play and introduces new words to extend their vocabulary. However, there are times when children do not have time to think things through and process information for themselves.

- Children learn about healthy lifestyles and develop an understanding of how to limit food waste to protect our planet. For instance, children plan their own menus with the childminder and learn to cook at a weekly baking session. This gives them a sense of belonging and responsibility. However, there are times when children do not have opportunities to be independent and develop their self-help skills.
- There are clear plans in place to support children with special educational needs and/or disabilities to progress well. The childminder implements effective strategies and works closely with families and professionals to ensure all children make the best possible progress.
- Children benefit from daily opportunities to exercise out in the fresh air that supports their health and development. They competently push themselves on ride-along toys and use balls and a net to develop their throwing skills. In this garden full of wildlife, children gain an understanding of the world around them and how to care for living things. For example, they feed a hedgehog that visits the garden.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe from harm. She has a good understanding of how to identify concerns about children's welfare and works closely with her co-childminder to monitor children's well-being. She understands local protocols and who to contact if she is concerned about a child in her care. She provides a safe and secure environment for children of all ages. The childminder regularly updates her training to make sure her knowledge is current. The childminder keeps accurate records of all accidents to reduce the risk of them happening again.

What does the setting need to do to improve?

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

- further develop children's independence to the best possible level
- allow children time to respond to questions, to problem solve and develop their own ideas, to further challenge them in their thinking.

Setting details

Unique reference number	EY482846
Local authority	Bracknell Forest
Inspection number	10228959
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	10
Date of previous inspection	14 November 2016

Information about this early years setting

The childminder registered in 2014. She lives in Bracknell and operates from Monday to Friday, 8am to 6pm, throughout the year. She works with her husband, who is also a registered childminder. The childminder provides funded early years education for children aged two to four years.

Information about this inspection

Inspector

Claire Estcourt

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the effect of the pandemic with the provider and has taken this into account in her evaluation of the provider.
- The inspector obtained the views of the parents through conversation and written feedback.
- The inspector sampled a range of documentation, including a first-aid certificate, the safeguarding policy and the progress check for two-year-olds.
- The childminder and inspector completed a learning walk together and discussed the learning intentions for the children.
- The childminder and inspector completed a joint observation together.
- The inspector observed the quality of education being provided and assessed the impact this was having on the children.

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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