

# Childminder report

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Inspection date:

23 November 2022

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive at this inspirational setting. They form strong attachments with the passionate, dedicated and nurturing childminder and her assistant. Their calm and warm approach helps children to feel secure, happy and relaxed. For instance, children are confident to select books and snuggle up to share these with the childminder and her assistant. Children show their utter delight as they identify characters in stories and are praised for their efforts.

Children's behaviour is exemplary. They have formed nurturing relationships with their friends and enjoy spending time with them. Children have fun working in a group to identify different-coloured fruits and place them in the corresponding coloured pots. Younger children are welcomed into activities with the childminder close by. The childminder skilfully teaches the older children how to support the younger children, so they can be part of the activity. There is a real sense of family at this setting.

Children are making magnificent progress in language acquisition and are gaining growing confidence in speaking. They repeat words and sounds they hear as the childminder sensitively encourages them to pronounce words correctly. Children show great concentration skills as they build towers with blocks and excitedly knock them down. The joyful atmosphere is totally infectious.

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

- The childminder visits children in their home before they join her provision. This helps them to build a bond with her in a familiar environment before they enter her home. She gathers a wealth of information from parents and uses this to meet each child's needs to the highest standards. As a result, children settle rapidly and make the most of the wonderful learning opportunities the childminder and her assistant provide.
- The childminder promotes children's health and welfare needs exceedingly well. She teaches children excellent hygiene routines and supports them to manage their personal care as soon as they are able. For example, toddlers learn to wash their hands before eating, feed themselves independently, wipe their own noses and place the tissues in a bin.
- The childminder's curriculum intent is carefully based on children's interests and next steps. The highly-experienced childminder and her assistant use their broad knowledge of how children develop to plan stimulating and challenging experiences that match their learning interests and needs. They consider what children already know and can do and thoughtfully build on this. Children make great progress from their starting points.
- Parents highly praise the care and learning opportunities that their children

receive. They all speak highly of the childminder's compassionate, caring and professional nature. They make reference to their children's brilliant progress, development and understanding of important values since starting. The childminder continually shares children's next steps in learning with parents. This supports parents to help their child continue learning at home.

- Children's similarities and differences are celebrated by the childminder. The childminder celebrates a wide variety of festivals to enhance children's knowledge of the world around them. Children learn about caring for living things, including animals in the setting and also at the nearby pet shop. They have fantastic encounters with snakes and lizards and eagerly tell the inspector about their own chameleon and his name.
- The childminder and her assistant are passionate about their roles and have an ambitious vision for the setting. They use reflective practice very effectively to target their professional development to ensure that their teaching is of the highest quality. For example, the childminder and her assistant demonstrate how they are highly driven in their pursuit of excellence and the continuous development of knowledge, to improve the quality of service they provide. For example, the childminder and her assistant have recently completed training to ensure they are successfully following the changes to the early years foundation stage. This has an extremely positive impact on the outcomes for the children in their care.

## Safeguarding

The arrangements for safeguarding are effective.

Children's ongoing safety and well-being is central to the care the childminder and her assistant provide. The childminder and her assistant are trained to a high level in safeguarding children and display great knowledge of how to protect and keep them safe from harm. They are clear on the possible signs that may indicate that children are being abused or neglected and what they need to do to protect them. The childminder ensures that her knowledge, and that of her assistant, remains up to date. For example, she attends relevant training courses and conducts her own research. She is interested in furthering her professional knowledge by attending more courses in the near future. She can identify children who may be in need of early help and is aware of wider safeguarding issues, such as radicalisation, and knows how to report any concerns.

## Setting details

<b>Unique reference number</b>	EY373283
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10228459
<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>	12
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	5 January 2017

## Information about this early years setting

The childminder registered in 2008. She lives in Bracknell, Berkshire. The childminder operates her service Monday to Friday, from 7.30am to 6.30pm, for 48 weeks a year. She works with her husband, who is her assistant. She receives funding to provide early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Chris Lamey

### 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 and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- The inspector and the childminder observed the children's engagement in activities and had a follow-up discussion about children's learning.
- Parents shared their views of the setting by providing written feedback.
- The inspector sampled a range of documentation.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout 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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