

Childminder report

Inspection date: 4 January 2023

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 in this nurturing home-from-home setting. They make strong attachments with the warm and friendly childminder. Children settle in swiftly and are eager to explore. Children show positive attitudes to their learning and display high levels of concentration and engagement during all activities. For example, children spend long periods of time holding pens confidently and making marks on their whiteboards. They are excited to rub away their patterns and start all over again.

Children enjoy self-selecting what they would like to play with. They also engage in well-planned activities that support the focus of the curriculum, along with children's interests and next steps. Children develop good independence skills and confidently explore their environment. Children enthusiastically invite the childminder into their play.

The childminder uses her excellent knowledge of how children learn to extend their language development. She asks age-appropriate questions and this prompts children to respond using their new vocabulary. For example, children begin to compare, 'big and little' objects. Children listen intently and the childminder gives all children time to communicate and formulate their responses. Children benefit from a range of experiences and outings outside of the home. For example, they go to local parks, music groups and on regular trips to the library. These experiences promote opportunities for children to socialise with other children and help them to learn more about the wider world.

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

- The childminder knows the children well and provides a broad curriculum. She supports children's learning and development well, especially around language and communication. She continually speaks to children, who in turn join in the conversations. The childminder enjoys sharing books with children and purposefully displays books around her setting to promote reading further. Children engage well with a book about animals. They ask for the story again and again, enthusiastically pointing to the pictures. The childminder effectively introduces them to new vocabulary that the children later use.
- Children's creativity is supported well. For instance, they have great fun singing, using props and exploring with imaginative role play equipment. Craft materials are easily accessible for children to explore and make marks. For example, children are curious and motivated to try new experiences as they complete fun activities to support their understanding of the Chinese New Year. They enthusiastically make hats and concentrate intently on colouring and gluing bunny ears onto their hat.

- Overall, children's behaviour is good. They understand the childminder's expectations and are respectful to one another. They demonstrate good manners and have established close bonds with the childminder. While the childminder is aware of the importance of supporting children's emotional development, there are fewer focused opportunities for children to learn about emotions and feelings, to help them develop an understanding of the effect of their actions on others.
- Children learn how to stay safe and healthy. The childminder provides them with well-balanced, nutritious snacks and meals. Children learn about oral health, as the childminder uses books and plans fun activities to help them understand the importance of taking care of themselves and their teeth. Children enjoy fresh air and exercise in the garden. Children are excited to throw and kick different sized balls into a bucket. This supports children's physical development and their growing understanding of mathematical language.
- Partnerships with parents are strong. The childminder involves parents in the evaluations of her setting. Parents are complimentary about the childminder. They comment how the childminder has created a, 'warm, safe and welcoming environment'. Parents report that the childminder's care is, 'second to none'. She is, 'very flexible and accommodating to any changes'.
- The childminder provides children with a wide range of experiences to help them broaden their horizons beyond the home. Children learn about other people including those who are different from themselves. For example, the childminder talks openly to them about people with different abilities and those from different cultural backgrounds.
- The childminder demonstrates a genuine enjoyment of her work. She is reflective and understands the importance of developing ways to build on good practice. However she has not fully targeted her professional development to develop greater depth in her knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

Children's welfare is protected. The childminder has a good understanding of all safeguarding aspects and her role in keeping children safe, including radicalisation, county lines and female genital mutilation. She recognises the signs and symptoms of neglect and abuse. She is knowledgeable of the process to follow should she have a concern that a child is at risk of harm. She has a clear understanding of keeping accurate records and working with other agencies to ensure children get the help required. The childminder understands the importance of risk assessing daily to ensure children are safe in her home, both inside and outside.

What does the setting need to do to improve?

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

- build on the behaviour strategies that are already in place and help younger children understand more about the affect their actions have on others
- review plans for targeting professional development to strengthen knowledge and skills and further support learning outcomes for children.

Setting details

Unique reference number	EY376501
Local authority	Bracknell Forest
Inspection number	10263437
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	2 May 2017

Information about this early years setting

The childminder registered in 2008. She lives in Warfield, Bracknell, Berkshire. She provides care from 7.30am to 6pm, Monday to Friday, for most of the year.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The childminder took the inspector on a tour of the premises, to understand how the early years provision and the curriculum is organised.
- A learning walk and joint observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including evidence of paediatric first-aid training.
- The inspector took account of parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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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