

# Childminder report

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Inspection date: 6 January 2023

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

### The provision is good

Children are settled, happy and confident in the childminder's calm and warm care. She provides a home-from-home environment for children, where their individual interests and needs are catered for. Children respond well to the childminder, they listen carefully and respond to her requests. For instance, they tidy away toys and resources as they make space for a new activity. Children behave well and are kind and considerate of the needs of their friends. The strong, respectful bonds children make support them in gaining the social skills they need in readiness for their next stage in learning, including their eventual move to school.

Children are keen to learn and concentrate well in activities that interest them. For instance, as children find a worm in the garden, they learn how worms live under the earth and how they burrow. Children carefully watch and carry worms around the garden. They learn to be kind and caring to other living things. Opportunities for children to practise and develop their physical skills are supported well. For example, they excitedly climb steps and make their way along the play tube to the slide. They take turns on the see-saw and laugh heartily as they move up and down. Children enjoy taking risk in their play and gain confidence in their growing physical abilities.

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

- The childminder has worked closely with her local authority to successfully address the actions made at her last inspection. She has improved her process for recording medication that is administered to children. The childminder's understanding of risk now enables her to identify and remove hazards in the indoor and outdoor environment, to keep children safe. Opportunities to support all children, including those who speak English as an additional language, to feel safe and secure have been focused on well by the childminder.
- Improvements to the childminder's focus on children's speaking and listening skills, supports all children to make good progress in their communication skills. Older children learn new words rapidly. For instance, the childminder teaches them the names of new fruits as they pretend to shop. Younger children are beginning to put words together into short sentences. However, the childminder does not always give children time to respond to her questions. For example, she sometimes offers the answers before children have the time to gather their thoughts and respond, which sometimes hinders how they can share their own ideas.
- Children develop good attitudes to learning. When activities are more challenging, the childminder helps them to keep on trying to successfully master new skills. For instance, as children get ready to play in the garden, the childminder teaches younger children how to put on their coats, as older

children learn how to fasten buckles on their shoes. Children take pride in being able to manage some self-care skills for themselves, as they gain confidence in their growing abilities.

- The childminder regularly checks children's learning and development to help her plan what she wants children to achieve next. She recognises the uniqueness of each child and provides them with a wide range of activities, which are tailored to their individual interests. Children enjoy learning and take part in play experiences with genuine interest and excitement. However, sometimes the childminder does not use these opportunities to focus precisely on what she wants children to learn next, to help them make the best possible progress in their learning.
- Children are highly confident and develop good levels of self-esteem, through the childminder's warm and positive interaction. Relationships between the childminder and children are nurturing and respectful. Children are kind and caring, older children recognise the differing needs of their younger friends, as they happily share favourite toys. The childminder praises children's kindness and creates an environment which supports children's good personal, social and emotional development.
- Children learn the importance of a healthy lifestyle. The childminder provides them with well-balanced and nutritious meals. She provides regular opportunities for fresh air and exercise, including teaching children about the wider community they are part of.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her roles and responsibilities to keep children safe. She reflects on her safeguarding knowledge and makes good use of regular training to gain a greater understanding of wider issues, including county lines. The childminder knows how to identify, report and escalate concerns about children, to keep them safe. Children play in a safe environment. They are taught how to stay safe and healthy through planned activities. The childminder ensures that children are supervised at all times, including when eating meals and snacks.

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

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

- focus on children's next steps of development more precisely during activities, to help them make the best possible progress in their learning
- give children the time they need to process their thoughts and respond to questions asked, to enhance their speaking skills.

## Setting details

<b>Unique reference number</b>	EY551339
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10249530
<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 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	7 July 2022

## Information about this early years setting

The childminder registered in 2017 and lives in Bracknell, Berkshire. The childminder offers care for children Monday to Friday, from 7am to 7pm, for most of the year.

## Information about this inspection

### Inspector

Tara Naylor

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on 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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