

Childminder report

Inspection date: 18 April 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 confidently explore the broad range of resources and activities available. They enthusiastically join in with activities that the childminder skilfully delivers. They are eager to discuss what they have learned. For example, children playing with musical instruments make the connection between changing the volume to depict different moods. They eagerly explain that they heard 'spooky' music at Halloween and that loud music means feeling excited. The childminder helps children to understand when their friends might need their own space or thinking time. In addition, she helps children develop the social and emotional skills required to play and cooperate with one another. Children develop good communication and language skills and learn to use their manners and ask for things nicely. They demonstrate kindness and compassion for their friends and younger children.

Children are clearly happy. Even the shyest of children spontaneously break out in laughter and beam with pride following personal achievements during their play. All children enjoy joining in with familiar songs, stories and rhymes. Older children retell classic fairy tales and can discuss their personal feelings about the characters actions and behaviours. They follow the good example set by the childminder to use new vocabulary. They practise words such as 'fierce' and 'give it a go' when trying do difficult tasks for themselves, such as reconnecting the racetrack. Children are also confident to share their views and ask questions when there are changes to the normal routine. These skills, along with the good progress they make, prepare children well for the next stage of their learning.

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

- The childminder and parents work very well together, creating a seamless transition for children between home and the setting. They share a clear ambition for all children to become confident, independent learners. The childminder provides all parents with ongoing support and guidance to enable them to support their child's learning and extend the curriculum at home. This ensures that they understand how the childminder organises and delivers her early years curriculum.
- In general, teaching is strong. There are a few occasions when the childminder does not make the most of opportunities during the daily routine to extend children's understanding of the benefits of making healthy choices. However, by and large, the majority of activities are well planned and interactions with children are consistently very good. The childminder has good knowledge of each child's individual interests and strengths. She makes good use of her observations and assessments and plans an ambitious personalised educational programme for each child based on their strengths.

- The childminder promotes communication and language extremely well. Children engage in entertaining conversations that contain great detail. The childminder skilfully introduces new vocabulary into each interaction with children and consistently repeats the correct pronunciation of words for children to hear. Children enjoying sharing stories before lunch each day. The childminder gives them the time and space to ask questions and think about alternate endings. This promotes children's imaginations and creativity as well as developing their love for stories, books and reading.
- Mathematics is evident throughout the setting and embedded into practice. The childminder threads early mathematical concepts and language into all activities, including potty training. She teaches older children to understand that 'younger' means smaller numbers and that is why some children do not yet know how to use the big toilet. Younger children count bubbles while sitting on the potty. The childminder provides sufficient challenge for children relative to their age. For example, she asks very young children if they can reach 'way up high' and put their car on top of the racetrack that she has secured above their head height. Older children talk about the car going 'fast'. This activity promotes physical motor skills as well as encouraging turn-taking and mathematics.
- The childminder provides nutritious snacks that reflect children's dietary requirements and supports them to pour their own water. Children benefit from regular woodland walks and have daily access to a well-resourced outdoor area. However, children are not always taught to show as much respect for equipment and resources as they are for one another. For example, they are not encouraged to tidy up after themselves. This leads to a cluttered learning environment which can distract children from remaining focused in their learning, at times.
- Parents are very complimentary about the service they receive. They have high praise for the childminder and feel that their children are progressing well. The childminder has recently moved to an online app system for sharing information for each family. This has improved the two-way flow of information. Parents feel fully informed and involved in their children's education and care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's safeguarding knowledge is secure. She can identify signs and indicators of abuse and knows how to respond to and report concerns when they arise. The childminder frequently attends training to keep her safeguarding knowledge up to date and relevant to the age of the children she cares for. She reviews risk assessments following significant incidents to reduce and mitigate risks to children and help keep them safe from future harm. The childminder keeps comprehensive records for accidents and incidents and works in partnership with other professionals, where appropriate, to share safeguarding information.

What does the setting need to do to improve?

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

- review the organisation of the learning environment to better support children's engagement and focus during planned experiences
- increase opportunities for children to learn about being healthy and the benefits of making healthy choices.

Setting details

Unique reference number	EY497914
Local authority	Bracknell Forest
Inspection number	10283127
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	8
Number of children on roll	6
Date of previous inspection	5 April 2018

Information about this early years setting

The childminder registered in 2016. She operates from Monday to Thursday, 7.30am until 6pm, for most of the year. The childminder is in receipt of funding for the provision of free early education to children aged two, three and four years. She holds qualified teacher status.

Information about this inspection

Inspector

Leanne Merritt

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 provision.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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