

Childminder report

Inspection date: 20 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 develop close relationships with the childminder. They are happy and settle quickly. Children benefit from going on a variety of outings in the community, on most mornings, such as to local parks and farms. They develop confidence in new social situations and increase their understanding of the world around them.

Children develop good communication and language skills due to the childminder's effective teaching. They eagerly participate in a range of songs and rhymes and copy the actions enthusiastically. For example, they confidently sing several verses to 'Row, row, row your boat', and 'shiver' when they see a polar bear. They continue to build on their language development and use repeated sounds, words and phrases to help them learn and remember.

The childminder has high expectations for children's behaviour. She provides younger children with duplicate resources when they want the same resources at the same time, such as a toy iron and dolls' blanket. Children gradually develop an awareness of other children's feelings. They begin to understand that it is kind to share the toys and equipment. Children find ways to calm themselves, such as going to the childminder to be comforted. They feel safe and secure in her care.

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

- The childminder works effectively with parents and professionals at other provisions children attend. Parents share information about their children's starting points and ongoing progress. This helps the childminder provide continuity for their learning and development needs. The childminder identifies some next steps with parents to support their individual child's learning at home.
- The childminder helps children develop a wide range of physical skills effectively as they play with the play dough. For example, they manipulate a variety of tools, such as rolling pins, shaped cutters and dough cutting wheels. Children develop good hand-to-eye coordination and concentration.
- Children develop good mathematical skills. For instance, they show an interest in the numbers on a teaching clock. Children say some number names in sequence. They are confident and motivated to learn. The childminder encourages children to recognise numbers one and two as she puts the numbers back in their places. She reinforces mathematical language, such as a 'heart' and 'circle', when children cut around shapes while playing with the play dough.
- Children develop good physical skills that they will need for writing later. They make random marks on paper and show an interest in drawing a face. The childminder demonstrates drawing a circle and adds eyes and a smiley mouth. Children successfully copy her example and show pride in their individual achievements. However, the childminder does not always match planned

activities closely to what she wants children to learn next. Nonetheless, children begin to develop the knowledge and skills they need ready for the next stage in their learning.

- Children have opportunities to revisit activities to consolidate their learning. For instance, they develop pretend play through a sequence of actions, arranging play food on plates and cooking pizza in the toy oven. The childminder plays alongside children to extend their play and develop their imagination further. For example, she suggests they make a cup of tea.
- Children show that they enjoy sometimes making independent choices about what to do. However, the childminder does not best organise the environment to enable them to do so. Furthermore, she is sometimes quite quick to do things for children that they are showing they want to do for themselves. This impacts on developing their independence further.
- Children begin to manage their own personal hygiene routines, such as toileting and handwashing. The childminder discusses healthy food options with children to help promote good oral health. Children have daily opportunities to rest and to be physically active in the childminder's child-friendly garden. This helps children develop healthy habits that promote their good health.
- The childminder helps children learn to respect and develop an awareness of other faiths and cultures. For example, she provides books and toys that reflect diversity, and plans to do crafts with children related to different festivals.
- The childminder shows high levels of commitment and demonstrates that she enjoys her work with children. She seeks feedback from parents about the service provided. Parents comment that they like the feel of the 'home away from home setting'. The childminder attends training to update her knowledge about childcare issues and continually improve her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to protect children's welfare. She knows her reporting procedures for a child potentially at risk of harm and for allegations of child abuse. The childminder is aware of the indicators that a child may be exposed to extreme views and exploitation. The childminder makes good use of risk assessments to ensure that she keeps children safe in her home and on outings. She works closely with parents to ensure that children with food allergies are kept safe and well. The childminder has a current paediatric first-aid certificate.

What does the setting need to do to improve?

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

- provide children with more opportunities to make choices and lead their own

play and learning

- focus planned activities more sharply to precisely target children's learning intentions and progress their learning even further.

Setting details

Unique reference number	119055
Local authority	Bracknell Forest
Inspection number	10285405
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 October 2017

Information about this early years setting

The childminder registered in 1993 and lives in Sandhurst, Berkshire. She operates all year round, from 7am to 6pm, Monday to Friday, except bank and family holidays.

Information about this inspection

Inspector

Jane Winnan

Inspection activities

- This is the first routine inspection the childminder received since the COVID-19 pandemic. 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 walked the inspector around her home to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included the safeguarding children policy and complaints procedure.

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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