

Childminder report

Inspection date: 26 May 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 and safe at this childminder's homely setting. They form warm relationships with the childminder. Children separate from their parents with ease as they enter her house. She knows the children very well and plans for their interests. This supports children's emotional well-being.

Children are active in their play. They run and jump as they chase and pop bubbles in the garden. Children enjoy these games so much they ask to repeat them. This supports children to develop their large-muscle groups. Children thoroughly enjoy taking part in singing sessions with the childminder and copy the actions to the songs. They show a love for books and listen well, as the childminder shares stories with them. Children are currently enjoying 'The Very Hungry Caterpillar' to help them learn about nature. They confidently retell the story to the childminder using props from the story. This shows that they can anticipate the story by recalling the information they have learned. This helps to develop children's early literacy skills.

Children behave well and follow the childminder's rules. For example, she reminds children how to keep themselves safe by tidying away the toys when they have finished playing. Children respond to her well and follow her positive attitude.

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

- The childminder has created a curriculum that encourages children to be confident and independent. She focuses on the prime areas of learning in the early year foundation stage, and has a clear intention of what it is she wants children to learn before they leave her care. This helps her plan activities that build on what children know and can do. This helps children become positive learners.
- The childminder provides various pens, paper and chalks for the children to choose from. For example, they freely use chunky chalks outside to create pictures and talk about the different colours they are using. Children are developing their small muscles in their hands. This helps prepare them in readiness for their later writing.
- The childminder skilfully helps children to develop their mathematical skills within planned activities. Children confidently count and match numbers. The childminder challenges children's learning by asking them to predict the next number. This supports children early number recognition in preparation for their later learning.
- The childminder naturally teaches young children about good health and hygiene. For example, she talks to them as they wash their hands and after using the toilet and before they eat their snack. This helps children to

understand the importance of healthy practices.

- Overall, the childminder supports children speech and language well. She has good strategies in place to help children with English as an additional language to make progress in their speech. For example, she has introduced more singing and rhymes, alongside familiar stories. However, during some daily routines, the childminder does not reduce distractions to further encourage children's language development. For instance, when children eat their snack, they watch the television in silence.
- The childminder regularly takes children out into the local community. She arranges to meet with other childminders and visits the local parks. These experiences help children to learn about their local community and to meet with larger groups of children to help them to develop confidence and social skills.
- The childminder is kind and nurturing in her approach, helping to raise children's self-esteem. For example, she praises them as they complete various puzzles. This means they persevere and try more complex puzzles. However, occasionally, when children show negative behaviours, the childminder does not help them to understand about how this may make them and others may feel. This means children do not always learn about will learn about feelings and emotions.
- Parents say that their children are making good progress in their development. They comment positively about the childminder. They say that she provides children with a good mixture of activities, and their children enjoy the time they spend with her.
- The childminder plans training to keep her knowledge up to date. For example, she has recently accessed training around planning her environment, and has introduced more natural resources to ignite children's interests even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding knowledge. She is aware of safeguarding issues and ensures that all her policies are updated to reflect these. This helps her to keep children safe from harm. The childminder knows the possible signs and symptoms of child abuse and fully understands how to report child protection concerns. She implements policies and procedures to keep children and her home safe. The childminder encourages children to help with carrying out daily safety checks, to support them to identify and reduce hazards and minimise accidents. This helps her to promote children's safety and welfare to a high level.

What does the setting need to do to improve?

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

- develop children's understanding of different emotions to support their

awareness of themselves and others

- reduce distractions during daily routines to provide further opportunities for children to communicate.

Setting details

Unique reference number	EY259977
Local authority	Bracknell Forest
Inspection number	10289625
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	30 November 2017

Information about this early years setting

The childminder registered in 2003. She lives in Bracknell, Berkshire. She operates Monday to Friday, from 7.30am to 6pm, all year round. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Lane

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 her evaluation of the setting.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector took account of the views of parents through verbal and written feedback provided.
- The inspector asked the childminder questions to establish her understanding of how she safeguards the children in her care.

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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