

# Childminder report

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Inspection date: 13 June 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children feel safe and are at ease in the care of this nurturing childminder. She has formed warm and caring relationships with the children, and she meets their individual needs well. Children move around the setting with confidence and freely access toys and resources that interest them. Children are learning the skills that they need to become independent and resilient. For example, children are taught to complete their own self-care routines, such as putting on coats and shoes, as well as washing their own hands. Children benefit from the childminder's regular, enthusiastic praise and encouragement and to 'have another go' when finding tasks challenging. Children demonstrate high levels of self-confidence and emotional well-being.

Children behave well. They listen to the childminder intently and benefit from the clear instructions she provides. Children share toys and resources well as they play with one another. Physical development is also supported well. Children, when ready, walk to and from school each day and are given regular opportunities to play outside in the garden where they access ride-on vehicles. This helps to develop their gross motor skills and stamina. Children relish the opportunities the childminder provides for them to be creative. For instance, they delight in watching paint colours change as they mix them with their fingers and hands when making cards for Father's Day.

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

- The childminder demonstrates a genuine love for her role. She cares deeply for each of the children in her care and takes time to get to know each of them very well. Her home visits for new starters allow her to gain an insight into the children's lives and interests before they start. Consequently, children settle swiftly and effectively.
- Communication and language development is supported well. During play, the childminder models ambitious vocabulary and asks open-ended questions. For example, when discussing multi-layered ice cream consumed by a child at the weekend, she introduces the word 'Neapolitan' and takes time to discuss the meaning of this. In addition, she dedicates time each day to share stories and nursery rhymes. This helps to support children in gaining new vocabulary.
- The childminder seeks out opportunities for children to learn about the world around them. Children enjoy learning about festivals, such as Diwali, and making associated crafts, as well as tasting Polish doughnuts that are traditionally eaten to celebrate Christmas in early December.
- The childminder promotes children's independence and resilience well. For instance, children are expected to tidy their own resources when they have finished with them. Children enjoy this responsibility and clearly have been

taught where things belong and how to store them from a very young age.

- Mathematical development is supported well. The childminder skilfully seeks out opportunities during children's play to promote children's knowledge and understanding of number and mathematical language. For example, when tidying up, children are asked to count as they put toys away and to put the biggest animals in the bag first.
- Children are polite and well mannered and act respectfully. The childminder only needs to gently remind children to use 'please' and 'thank you' on occasions, when required and appropriate. Children are clear about the childminder's expectations of behaviour, and they adhere to these well.
- Although the childminder regularly assesses children's learning and development, this information is not consistently used to precisely inform planning for children's next steps of development. Consequently, children are not always making the very best rates of progress.
- Working in partnership with parents is a particular strength at the provision. The childminder has forged strong bonds with parents, who report that her communication and dedication to the children's well-being, happiness and progress goes 'above and beyond expectations'. Older siblings, that the childminder has previously cared for, rush to hug her at the school gates, as they remember her so very fondly.
- The childminder is passionate about children being provided regular opportunities to learn outside. They take daily community walks and enjoy running and climbing in local parks and woodlands. Children's physical development is supported well.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to keep children safe. She undertakes safeguarding training to ensure that her child protection knowledge, policies and procedures remain up to date. The childminder has a sound awareness of the possible signs that may suggest a child is at risk of harm or neglect and knows who to contact to seek advice should a concern about a child arise. She understands her responsibility to report any allegations made against herself or a family member. Children gain a good understanding of how to keep themselves safe. For example, the childminder discusses road safety considerations with the children when out on walks.

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

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

- use observations and assessments of children's learning to inform planning even more precisely to promote best rates of progress.

## Setting details

<b>Unique reference number</b>	EY331807
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10289224
<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>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	16 November 2017

## Information about this early years setting

The childminder registered in 2006. She lives in Bracknell. The childminder works on Monday to Thursday from 7.30am to 5.30pm, for most of the year. The childminder has a relevant qualification at level 3.

## Information about this inspection

**Inspector**  
Zoe Abraham

### 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 provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the childminder and discussed how she planned her curriculum.
- The inspector considered the written feedback from parents.
- The inspector observed the quality of education and evaluated the impact this had on children's learning.
- The inspector held discussions with the childminder at suitable times and a range of relevant documentation was reviewed.

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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