

# Childminder report

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Inspection date: 21 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 are content in the homely environment that the childminder creates. The childminder is nurturing and caring, which help children to develop a secure bond with her. Children show that they feel safe and secure as they take the lead in their own learning. The childminder considers the children's interest when planning activities. For instance, children explore their ideas as they roll cars and balls down a plastic drainpipe. They are keen to try out activities such as tennis. This means that children are wholly engaged in their play and that their learning is optimised.

Children begin to mark make with large brushes to paint water pictures around the garden. The childminder presents children with additional challenge. For instance, they persevere as they carefully carry sand in buckets to empty in the trailers of the ride-along bicycles. This helps children develop the muscles in their hands that they need for early writing.

Children behave well and demonstrate high levels of emotional well-being. They play calmly together, taking turns on the slide. Children start to share their toys with their friends and use good manners, saying 'please' and 'thank you'. The childminder has high expectations of children's manners. She praises them and is a positive role model. This helps develop children's early relationships.

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

- The childminder has a clear intention for the curriculum and the activities she provides for children. She knows what knowledge and skills she wants children to learn. The childminder supports children to develop their independence skills and confidence. She encourages children to put their shoes on and takes them to visit places of interest such as toddler groups. This helps children to meet and socialise with wider groups of people. However, the educational programme to deepen children's understanding of the diversity of life in modern Britain is less developed.
- Children's language and communication skills are very well supported. They develop a real love of books from an early age. The childminder is animated when she reads books to children, pronouncing words correctly and praising children when they repeat them. Children thoroughly enjoy listening to stories such as 'Room on a Broom', retelling the story from memory.
- The childminder is skilful at supporting children's behaviour and emotional development. As children play, she talks about different feelings such as 'sad' and 'happy'. This helps children understand different emotions, which support them to behave well. Children develop good personal, social and emotional skills.
- Mathematical concepts are introduced from a young age. Children play in the

water tray outside. The childminder helps children to select from a range of items in the garden to test if they will float or sink. Children talk about items being 'heavy' and 'light' as they float and sink. They are able to make predictions about what might happen.

- The childminder supports children to learn about the importance of good hygiene to keep themselves healthy. For example, children learn to wash their hands before eating and have daily opportunities for outdoor physical play. The childminder works in partnership with parents to ensure that meals and snacks for children are healthy and nutritious.
- Children develop their physical skills well. There are a variety of opportunities to progress physically. This includes riding bicycles, climbing slides and playing ball games. The childminder encourages children to keep trying when they find it harder to ride their bicycles on the grass. This helps children to develop a positive attitude to learning.
- Partnerships with parents are strong. They comment on how well their child has settled in the childminder's care. Parents are particularly pleased with their children's learning, commenting on how their child is developing in many different ways since joining the setting.
- The childminder regularly evaluates her setting to ensure that she provides children with the best possible learning experiences. She keeps up to date with current practices by accessing training and meeting with other childminders. For example, she has recently focused her training on following children's speech development. This furthers her knowledge of how children learn.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. 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.

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

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

- strengthen the educational programme to deepen children's understanding of the diversity of life in modern Britain.

## Setting details

<b>Unique reference number</b>	EY470234
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10289373
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	22 November 2017

## Information about this early years setting

The childminder registered in 2013 and lives in Bracknell, Berkshire. She operates all year round, from 8am to 4pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant level 3 childcare qualification.

## 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 their evaluation of the childminder.
- The childminder spoke to the inspector about her intentions for children's learning and how the curriculum is implemented.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- 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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