

# Childminder report

---

Inspection date: 17 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

Children are happy and thoroughly enjoy their time in this welcoming provision. They form strong bonds with this kind and caring childminder, who has high expectations for all children in her care. Children are secure and relaxed in this calm and nurturing environment. The childminder creates a well-sequenced curriculum, which successfully prepares children for the next stage of their learning. For example, older children confidently put their own outdoor shoes on ready to play outside. They learn how to use a child-safe knife correctly. Children demonstrate this when they hold a strawberry with one hand and carefully trim and cut the fruit, ready to eat. Children are becoming independent.

The childminder is a good role model to children. She helps children to learn about their own emotions and feelings. Children demonstrate this when they show empathy for characters in the storybook. Older children use complex sentences to describe how the dragon is feeling. They explain that the dragon is sad that he cannot go ice skating because he will melt the ice. Young children enjoy feeling the different textures of the book. They use their own babble to join in with the story. Children are becoming strong communicators, and they behave well.

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

- The childminder prioritises her professional development. She completes regular training to keep her knowledge and understanding up to date. The knowledge she gains helps her to provide a positive impact on children's development. For example, a recent course on mathematics for early years enables her to reflect on her practice. She now encourages children to use their fingers to represent numbers to five. Children excitedly use their fingers to describe how many dinosaurs are in the swamp.
- Children have access to a wide range of resources, and they independently make choices about what to play with. When they finish with one activity, they confidently seek the next one. However, at times, the indoor play area becomes cluttered with toys that are left across the floor. This does not consistently support their exploration in play as well as possible.
- The childminder forms good partnerships with parents. She communicates with parents verbally and via text messages throughout the day to share pictures of their children playing. She builds good relationships with parents and their children. Parents speak very highly of the childminder and say they feel confident to leave their children in her care.
- The childminder forms good partnerships with other early years provisions that children also attend. With parental consent, she shares developmental information with settings that children are moving on to. This has a positive effect on children's continuity of care and education.

- Children communicate confidently with the childminder. However, occasionally, the childminder does not allow children sufficient time to think about their own responses to her questions. This does not fully support children in making the best possible progress in their language and communication skills.
- Children are learning about the importance of good hygiene routines. The childminder teaches children to wash their hands before mealtimes and after toileting. Drinking water is readily available. At mealtimes, older children expertly pour their own water. Children enjoy singing, dancing and playing instruments to action songs. They play in the garden, go out on walks, visit farms and places of interest. These activities not only support children in following a healthy lifestyle, but also enable them to learn about the wider world.
- The childminder uses her observations and assessments effectively to help children consolidate their learning and progress well. Children's behaviour is good, and they have a positive attitude towards learning. For instance, children learn how to grow fruit and vegetables. They describe the strawberries they are growing as 'delicious'. Children are currently caring for caterpillars, and they know they must treat the caterpillars gently. They understand caterpillars will grow into butterflies and fly away. Children are learning about the natural environment.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to help keep children safe. She can recognise the signs and symptoms that may be indicators that a child is at risk. The childminder is aware of who to contact should she need support from outside agencies regarding a child's welfare and is confident of the processes to follow. She has up-to-date details for these agencies. The childminder completes safeguarding training regularly to keep her knowledge up to date. She has risk assessments in place to minimise or remove potential risks to children. Her premises are safe and secure.

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

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

- ensure that children are consistently given time to think and respond to questions to help consolidate their learning
- ensure that play areas are organised effectively to provide sufficient clear floor space to enable children to explore activities and resources freely.

## Setting details

<b>Unique reference number</b>	EY495728
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10301537
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	8 January 2018

## Information about this early years setting

The childminder registered in 2015 and lives in Bracknell, Berkshire. She operates all year round, from 8am to 6pm, Monday to Thursday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Hazel Farrant

## 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 inspector and the childminder completed a learning walk around all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence about the childminder's suitability and training.
- The inspector talked with parents to seek their views about the childminder. Written comments from parents were also read and considered during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023