

# Childminder report

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Inspection date: 11 October 2023

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<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 form close relationships with the caring childminder. As a result, they feel safe and secure. The childminder supports children's self-esteem well through positive encouragement and praise. Consequently, children develop their confidence effectively. The childminder guides children's understanding of her clear behaviour expectations, such as respecting each other. However, at times, she does not fully underpin the children's understanding of these to promote their further awareness of acceptable behaviours.

The childminder has a very good understanding of the children as individuals and their learning and development. She has a secure understanding of what she is teaching and why. This enables her to successfully implement teaching during fun play experiences that link to what children need to learn next. This was observed during the inspection, when children enthusiastically took part in dough and sand activities. The childminder specifically planned these to build on children's social skills, language development and small physical movements. In addition, children showed a strong interest in the activities and maintained engagement in them very well. This promoted their listening and attention skills very effectively.

Children benefit from varied learning experiences. They enjoy local outings and meet others in the community. This helps to develop children's social skills when they play and interact in larger groups of adults and children. In addition, children learn about the world around them. For instance, they learn about nature, such as looking for snails and finding pine cones during woodland walks.

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

- The childminder monitors children's learning and progress closely, through assessments and the required progress checks for two-year-old children, for example. She provides effective information to parents about their children's development and next steps in learning. This includes advice and guidance to help support children's learning at home. This promotes a consistent approach to helping children to gain the skills and knowledge they need for their future learning.
- Children learn through interesting activities that build on what they know and can do already. The childminder engages with children effectively and successfully weaves in teaching during play. This was seen when children recognised shapes and used numbers to count when playing with dough.
- Children develop their language skills very well. The childminder encourages discussions and regularly reads stories to children. She repeats words back to children correctly to support them in pronouncing these and introduces new words. This helps young children build their vocabulary successfully along with

learning how to structure sentences. As a result, children make good or better progress in their learning.

- The childminder reflects on her practice and provision. She gains parents' feedback to help her consider what she could improve further. The childminder ensures that she stays updated with required training, including first aid. However, she does not fully consider building further on her professional development to help her gain more knowledge and skills, for instance, to support children's learning even better.
- The childminder skilfully helps children develop their understanding of respect for others. She reminds children about these expectations. As a result, children are learning to respect each other and develop early friendships with each other. The childminder ensures that children receive clear expectations for their behaviour. However, at times, she is not fully consistent when explaining the expectations to further support children's developing understanding of these.
- Children cooperate and know the daily routines well, taking part in these willingly, including washing their hands before eating. They show understanding of why they wash their hands, as they talk about having clean hands to eat their snack. Children develop their independence well. They learn to take off their coats and shoes and help themselves to their cups of water when they need a drink. Children gain a sense of responsibility, such as by helping to tidy up the toys.
- There are strong partnerships with parents. The childminder builds trusting relationships with them. She regularly exchanges information with parents to support continuity in meeting children's needs. Parents comment positively about their experiences of using the childminder to care for their children. They say they and their children are happy and that their children settled easily when they started. Furthermore, parents comment that their children are progressing very well in their development.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of potential indicators of abuse and neglect. She regularly refreshes her safeguarding training to keep herself updated. The childminder is aware of different external agencies she can seek help and support from or make referrals to, should concerns arise. She has relevant information to refer to, including contact details of external agencies. The childminder understands how to keep children safe and promote their well-being. For example, she teaches children about road safety, uses appropriate safety equipment and has suitable arrangements for the care of her pets. In addition, the childminder supervises children closely.

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

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

- support children to gain more understanding of the behaviour expectations, to strengthen their awareness of acceptable behaviours
- explore professional development opportunities to further improve practice, such as to promote children's learning and development even more.

## Setting details

<b>Unique reference number</b>	EY248827
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10301606
<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>	17 January 2018

## Information about this early years setting

The childminder registered in 2003. She lives in Bracknell, Berkshire. The childminder offers her service Monday to Friday, from 8am to 5.30pm, all year round, except for family holidays.

## Information about this inspection

### Inspector

Sheena Bankier

## 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 talked to the inspector about her learning intentions and what she wants children to learn.
- The inspector observed interactions between the childminder and children, along with teaching that took place indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- Parents' views were gained by the inspector from recent written feedback provided to the childminder.
- The inspector interacted with the children at appropriate times during the inspection.
- A sample of relevant documentation was reviewed by the inspector and the on-going suitability of the childminder and household members was confirmed.

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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