

Childminder report

Inspection date: 15 November 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 very happy and settled in the childminder's welcoming home. The childminder works with parents from the outset, gathering clear information about the children's needs and abilities. This helps her plan a broad and ambitious curriculum tailored to the children in her care. The childminder has a very calm and warm manner with the children. This helps children feel safe and form strong attachments with them.

Children enjoy sensory activities such as exploring the textures of shaving foam. They clap their hands and laugh joyfully as drops of shaving foam land on their aprons. The childminder introduces new vocabulary as the children play. This broadens their speech. Older children take pride in writing the letters of their name in the shaving foam and link sounds and letters together. Children further develop their creativity as they create pictures that are important to them such as jelly fish. Younger children practise picking up small items with tweezers. This helps to develop their small-muscle skills in readiness for later writing.

The childminder has high expectations for children's behaviour. She gently helps younger children to learn to take turns when playing with their peers. Children's behaviour is good.

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

- The childminder places a strong focus on children's communication and language skills. She includes songs, rhymes and stories in her daily routine. Children speak with confidence and have conversations with the childminder, who sensitively repeats some words back to them. This helps children hear the correct pronunciation and supports their speech and language even further. This contributes well to the progress children make in their learning.
- Maths is weaved throughout the activities of the day. The childminder skilfully role models the use of numbers in children's play. Older children count confidently and talk about quantity. For instance, they carefully count how many pom poms they need to match the corresponding numbers. This shows a good level of awareness of simple addition. Children are acquiring early maths knowledge in preparation for later learning.
- The childminder provides plenty of opportunities for children to access fresh air and exercise. She sequences her curriculum very well and plans outings in the community to further deepen children's learning. For example, a recent trip to a garden centre has inspired the children to learn about the different species of fish. Furthermore, the childminder plans trips to museums, local woods, country parks and the library. This helps children to socialise with others and develop an awareness of different places beyond the childminder's home.

- Overall, the childminder plans a wide range of meaningful activities within her curriculum that motivate children to learn. However, at times the childminder does not always adapt her teaching to support younger children's learning. This means they do not always benefit from her interactions.
- Children have lots of fun as they play the musical instruments. They explore different sounds, using a range of instruments. The childminder praises children as they recognise the different names of the instruments such as a triangle. Children are proud of their achievements. This supports their positive attitudes to learning.
- The childminder promotes healthy eating. She liaises closely with parents about providing children with healthy items in their lunch boxes. The childminder also promotes oral hygiene through activities linked to brushing teeth. This teaches children healthy habits.
- Partnership with parents is excellent. The childminder regularly communicates through various methods of electronic contact. This helps to keep parents informed about their children's day. Parents report how their children have made progress in all areas of their development. They are particularly pleased with vast amount of experiences and trips the childminder plans for the children.
- The childminder keeps her training up to date and regularly attends a range of online courses. For instance, she has recently taken part in a course on supporting children to learn early science. This helps her to develop her practice even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children in their care. She is aware of what signs and symptoms might indicate that a child is at risk of harm. The childminder knows the correct procedures to follow, and who to contact, should she have any concerns about a child's safety or welfare. She regularly undertakes training to keep her knowledge up to date and is aware of wider child protection issues, such as radicalisation and extremism. The childminder ensures children are safe while in her care. For example, sleeping children are closely and regularly monitored.

What does the setting need to do to improve?

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

- strengthen understanding of how to adapt teaching methods during activities for younger children to maintain and build on their interest.

Setting details

Unique reference number	EY381211
Local authority	Bracknell Forest
Inspection number	10308262
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	15 March 2018

Information about this early years setting

The childminder registered in 2008 and lives in Bracknell, Berkshire. She operates 8am to 5.30pm, Tuesday to Friday, all year round. The childminder holds an appropriate qualification at level 3. She occasionally works with her husband as her assistant. The childminder offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the space and resources available for childminding to gain an understanding of how the early years provision and the curriculum are organised.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities and routines, and assessed the impact this has on children's learning.
- The inspector checked evidence of the suitability of the childminder and her assistant to work with children and sampled some policies and procedures

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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