

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 at ease and settled in the childminder's care. They happily approach the childminder for cuddles and reassurance when needed. Children develop their confidence well. They move around and explore and make choices about what to play with. The childminder generally offers age- and stage-appropriate resources. She knows children's individual interests and reflects these appropriately in the toys and activities that are available. The childminder promotes children's early understanding of expected behaviours, such as turn taking and being kind to others, including pets. She praises and encourages children positively, which promotes their self-esteem effectively.

The childminder knows the individual children's learning needs well. She recognises where each child is in their development and understands where children may need some extra support. Overall, the curriculum that the childminder plans supports children's needs securely. Children benefit from a good range of learning experiences. During the inspection, they made marks using paintbrushes, a spray bottle of water and pastel paint crayons. This developed their hand and finger strength and helped them to gain skills in control and coordination. Children enjoy singing songs and rhymes, which helps to encourage their developing language skills. Children enjoy regular outings, including those that promote their social skills, large physical development and awareness of the world around them.

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

- The childminder establishes children's starting point on entry through working closely with parents. This helps her to understand what children know and can do from the beginning. The childminder monitors children's learning securely. She has a good focus on what children need to learn in the immediate future. However, she does not fully identify the skills and knowledge children may need to gain over time to support their future learning.
- The childminder provides some good support to promote children's understanding of words, such as repeating these to them. Children enjoy books and are familiar with these. They turn the pages and look at the pictures. Sometimes, the childminder does not fully consider her interactions or the resources she offers, to help extend children's language and literacy development. For example, on occasion, she does not encourage children to use their developing vocabulary, and sometimes books available are not well matched to their stage of development.
- Children benefit from a good range of outings, such as local parks and outside spaces. This enables children to develop their awareness of recognising and managing risks as they use different types of physical play equipment. They learn about the world, such as through sensory experiences when walking along

a path designed with different textures. Children build on their confidence to interact with larger groups of children and adults, including through regular visits to toddler groups.

- Children learn about the expectations of behaviour consistently. The childminder models good manners to them. She reminds them about having 'kind hands' and helps them to learn how to share and take turns. There are familiar and consistent daily routines to help children understand their day, which promotes their sense of feeling safe and secure. The childminder promotes children's confidence and self-esteem effectively, including through verbal encouragement, positive body language and praise.
- There are strong partnerships with parents. The childminder and parents work closely together and communicate effectively with each other. The childminder provides ongoing updates and information to parents, including ideas to support children's learning at home. Parents' feedback about the childminder is very positive. They comment about the childminder supporting young children's home routines while in her care. They highlight the positive relationships they and their children have with the childminder. In addition, parents identify how the range of experiences that is provided supports their children's development and progress.
- The childminder reflects on the service that she provides, taking account of parents' feedback. She completes professional development through seeking information about early years practice and completing relevant training to help support her to build on her skills. This helps her to keep appropriately updated and to develop her knowledge and understanding of good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of indicators that may raise her concerns about children's well-being and welfare. She knows the processes to follow should concerns arise about children or in the event of an allegation being raised. This includes making referrals to relevant external agencies. The childminder supervises children closely, including when they sleep. She promotes safe contact between children and her pet dog. The childminder demonstrates she understands how to manage outings to help keep children safe. This includes completing risk assessments, close supervision of children and promoting children's awareness of how to stay safe.

What does the setting need to do to improve?

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

- develop more focus on the aims of the curriculum, to help plan and sequence children's learning more effectively over time

- build further on the support to promote children's literacy and language development.

Setting details

Unique reference number	EY426556
Local authority	Bracknell Forest
Inspection number	10304897
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	5 February 2018

Information about this early years setting

The childminder registered in 2011 and lives in Bracknell, Berkshire. She operates for most of the year, from 7.30am to 4.30pm, Monday to Thursday. The childminder holds a full and relevant level 3 early years qualification.

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector viewed the childminder's home and discussed the safety and suitability of her premises with her.
- The childminder explained to the inspector how she organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed children's daily routines, play and activities and their interactions with the childminder.
- Parents provided written feedback to offer their views about the childminder and what she provides.
- The inspector chatted and interacted with the children at appropriate times.
- The childminder provided the inspector with relevant documentation, including evidence of a current paediatric first-aid certificate and other training that has been recently completed.

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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