

Childminder report

Inspection date: 18 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides children with an ambitious curriculum and a well-organised, exciting learning environment. She uses children's individual interests and choices to extend their learning and help them make good progress in all areas of their development. The childminder focuses strongly on supporting children to develop the skills they need for future learning. For example, she patiently explains and shows them how to use the resources. Children develop a great sense of achievement, for instance, as they learn how to use remote controls to change the colour of battery operated lights in the playroom. They confidently name the different colours as they operate the lights.

The childminder is a positive role model. She has a consistent approach to managing children's behaviour and focuses strongly on helping them understand what is expected. Consequently, children cooperate, behave well and are very happy and settled. They form positive emotional relationships with the childminder and show affection to their friends, for example, as they spontaneously hug them during their play.

Children learn to understand the world. The childminder regularly takes children on outings in the local community, such as to farms and toddler groups. She uses these outings to support children's learning in all areas of her curriculum.

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

- The childminder knows every child well and guides their development through her warm, positive interaction in their play. She uses her good knowledge and understanding of children's individual needs to extend their learning. For example, when children exceed expected levels in some areas of their development, such as communication and language, she introduces additional challenges. As a result, children are confident talkers.
- The childminder skilfully encourages all children to explore and have a 'can-do' attitude during their play. She uses their enjoyment of imaginative play to implement all areas of her curriculum. As a result, children are motivated to learn and develop the skills they need for future learning. For example, they persist as they learn how to use battery-operated light switches on a play cooker and count the number of door keys they find in a play handbag. They concentrate well as the childminder shows and explains to them how to do things.
- The childminder responds to children's great interest in books. She frequently reads to them and uses the stories to successfully build their vocabulary. For instance, when reading a story about a mermaid and talking about its tail, she introduces words and explains their meaning, such as 'scaly'. Children often ask

the childminder to re-read books they enjoy listening to.

- Overall, the childminder continually improves her professional development and outcomes for children. For instance, after completing courses, she obtains and reads books to children that reflect changes in their lives. Children learn to recognise and manage their emotions. However, in her enthusiasm to teach children, the childminder is occasionally a little too quick to help children resolve problems rather than letting them do this independently.
- The childminder works well in partnership with parents to meet children's individual needs. She regularly exchanges information with parents about children's developmental progress. Parents spoken to during the inspection are extremely happy with their children's care and learning. They say they particularly like that the childminder supports and extends what their children learn at home.
- The childminder teaches children to take turns, share the resources and develop good social skills. For example, children politely and independently say 'excuse me', as they move past the childminder during their play.
- The childminder works well in partnership with parents to support and develop children's self-care skills. Children eagerly choose and use the resources and help to tidy up when asked. They find their socks and shoes and particularly enjoy learning to brush their teeth.
- The childminder supports children's physical development well. Children learn to balance and negotiate large equipment, for instance, during outings. They develop good coordination, for example while drawing, painting, cooking, and making collages and calendars, which they take home to show to their parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of her safeguarding roles and responsibilities. She understands child protection procedures and what to do if she is concerned about a child's well-being and safety. She is aware of the signs that children may be at risk of harm, and when to make referrals to other agencies to keep children safe. The childminder supervises children well at all times in her home and on outings. She has a good understanding of risk assessment. For example, she helps children learn how to handle her pet dog safely.

What does the setting need to do to improve?

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

- enhance the opportunities for children to practise what they learn and develop the confidence to independently resolve any problems.

Setting details

Unique reference number	2654314
Local authority	Bracknell Forest
Inspection number	10308732
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	2 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Bracknell, Berkshire. The childminder provides care for children from Monday to Thursday, from 8am to 4pm, for most of the year. She receives funding to provide early education for children aged two years.

Information about this inspection

Inspector

Cathy Greenwood

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 setting.
- The inspector observed how the childminder supports children during indoor activities and assessed the impact this has on their learning.
- The inspector spoke with the childminder, children and parents during the inspection.
- The childminder and the inspector completed a learning walk and a joint observation together.

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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