

# Childminder report

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Inspection date: 17 January 2024

<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 have a wonderful time in the care of the kind and attentive childminder. They demonstrate that they feel safe and secure in her care as they snuggle up to her and involve her in their games. For example, children engage in imaginative role play and include the childminder to help them feed and change their baby dolls. This helps children to understand the joy of caring for others and the importance of playing harmoniously together.

The childminder wants all children to achieve well. Children follow a curriculum that is individually tailored to meet their needs and current interests. The childminder finds out about children's routines and development at home. She uses this information, along with her own assessments of children's learning, to plan for the next steps in their development. Children make good progress from their starting points.

The childminder listens and responds intently to the children. She asks them questions, gives them plenty of time to answer and engages them in topics that they are interested in. For example, the childminder asks them to name different animals and the sounds that they make. Children relish the praise and encouragement that they continually receive from the childminder. This positively contributes to their self-esteem and emotional well-being.

The childminder is a positive role model. She gently teaches children the rules of her setting to keep them safe and secure. This helps children to behave exceptionally well and be kind and considerate to others.

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

- The childminder supports children to develop their early mathematics skills very well. For instance, she weaves counting into activities, ensuring that even the youngest children gain an early understanding of number sequence. This supports children's ongoing learning effectively, in preparation for the next stage in their learning and development.
- The childminder has high aspirations for children's speech and language development. She consistently narrates their play and introduces new words, such as 'beautiful' and 'excellent', to describe their efforts. Furthermore, when young children engage in art and craft activities, she repeats the names of the colours. She extends sentences with more complex vocabulary, saying, for example, 'This is the colour green, like the leaves on the trees.' This helps children to understand the meaning of new words, supports colour recognition and further enhances their speech and language development effectively.
- Overall, children enjoy the activities that the childminder plans for them and are

making good progress in all aspects of their learning. However, very occasionally, the childminder moves on too swiftly and does not give children enough time to follow and explore their own interests. This means that, on occasion, children do not always have the opportunity to make decisions about their own chosen play.

- The childminder supports children's understanding of the world they are growing up in successfully. Children enjoy a variety of outings with her. For example, they visit farms, parks, soft-play centres and the library, and they meet up with other local childminders who have children of similar ages. Children see different places and meet new people, which helps them to make important connections with others. In addition, children benefit from fresh air and exercise, which helps to strengthen their small- and large-muscle development and supports their overall well-being effectively.
- The childminder supports children's independence and self-care skills very well. For instance, with the support of the childminder, young children learn to wash their hands independently, feed themselves at mealtimes and have a go at putting on their own shoes. This promotes children's personal development effectively, ready for their move on to school.
- Parents speak highly of the childminder and the care their children receive. They comment that they are kept informed regularly about their children's day-to-day activities and progress. The childminder works collaboratively with parents to support their children's development and learning, both at the setting and at home. For example, she works with parents when children are ready to be toilet trained and with their speech and language development.
- The childminder ensures that she keeps her knowledge and skills up to date. She completes ongoing professional development courses and evaluates her setting through her own reflective practice. Furthermore, she works closely with the local authority to ensure she is aware of any changes. This helps her to support the individual needs of all children and their families efficiently.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- improve the use of adult interactions during activities to support children's independent learning further.

## Setting details

<b>Unique reference number</b>	EY498160
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10311642
<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 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	3 April 2018

## Information about this early years setting

The childminder registered in 2016. She lives in Slough, Berkshire. She provides care Tuesday and Wednesday, from 9am to 5pm, for most of the year.

## Information about this inspection

### Inspector

Katharina Hill

### 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 setting.
- The inspector observed the implementation of the curriculum during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder, and they discussed their findings.
- The inspector spoke to children, to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.
- The inspector considered the written views of parents provided on the day of 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.

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