

# Childminder report

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Inspection date: 25 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

The childminder plans an ambitious curriculum that focuses on children's communication and language. She sequences children's learning by building on what they already know and can do. The childminder has a love of literacy and ensures that children have access to a range of story and factual books. As children play, they confidently recall aspects of previous learning, such as remembering the story of 'The Three Little Pigs'. The childminder helps children learn new words as they sing the rhymes from the story as they 'huff' and they 'puff' pretending to blow the house down. Children explore a tray filled with ice and toy versions of animals that live in polar regions. The childminder helps children to understand words such as 'iceberg' and 'polar bear'. This supports children's growing vocabulary. Children benefit greatly from the high-quality interactions with the childminder and develop their language skills rapidly.

The childminder is a positive role model. She is nurturing and polite, and creates consistent routines for children. For example, she uses her manners when she asks children to do things. This supports children to understand the expectations of their behaviour, and they follow the rules of the setting.

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

- The childminder uses monthly themes to plan activities that engage children across all relevant areas of their learning. Children celebrate festivals throughout the year. For example, for Burns Night children made artwork to represent kilts. However, at times, the childminder does not give children opportunities to make their own decisions about their creations. This does not support children to develop their curiosity and creativity.
- Children who speak English as an additional language make very good progress. The childminder focuses on encouraging children to hear and practise using English as they play and learn. Her teaching includes supporting children with naming objects and speaking in home languages, then repeating phrases in English.
- The childminder plans a range of exciting daily outings to support children to learn about their community. For example, children visit the library for story and song time and various local nature attractions. Children have many opportunities to meet others in the community through playgroups. This broadens children's social skills and builds their confidence in social situations.
- Children's physical development is promoted very well by the childminder. Children demonstrate good balance as they confidently push themselves along on balance bikes and negotiate space well. Children climb up steps and slide down the slide with great confidence. The childminder teaches children how to use tools safely as they attempt to gain new skills, such as cutting paper with

scissors. All children have a positive attitude to learning.

- Children enthusiastically learn routines to be independent. The childminder encourages children to put on their shoes and coats before going outdoors. Children show great determination and perseverance when doing their zips up. This contributes to children developing resilience and a 'can-do' attitude.
- The childminder expects children to behave well. She consistently models positive behaviour. Children are kind and help each other. For example, if a child becomes a little upset their friends are quick to recognise and mime the actions of the childminder and gently rub them on the back to soothe them.
- Parent partnership is a strength of this childminder. The childminder communicates and shares information with parents in a variety of different ways, such as online apps, and when they collect their children. Parents feel very well supported and receive useful information about their children's development. However, the childminder does not share information on children's development with the other settings they also attend. This does not always support continuity in their learning between settings.
- The childminder regularly evaluates her setting to ensure that she provides children with the best possible learning experiences. She keeps up to date with current practices by accessing training. For instance, she has attended courses on how young children develop their concentration skills.

## 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:**

- strengthen the opportunities for children to develop their creativity
- develop partnerships with other settings that children attend to promote continuity in children's learning and development.

## Setting details

<b>Unique reference number</b>	EY380454
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10317263
<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 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	14 May 2018

## Information about this early years setting

The childminder registered in 2008 and lives in Bracknell, Berkshire. She operates from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder offers funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kelly Lane

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into consideration in her evaluation of the provider.
- The inspector obtained the views of the parents in person and through written feedback.
- The childminder and inspector completed a learning walk together and discussed the learning intentions for the children.
- The inspector observed the quality of education being provided and assessed the impact this was having on the children.
- The inspector sampled a range of documentation, including the safeguarding policy.

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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