

Childminder report

Inspection date: 29 January 2024

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 have formed strong bonds with the childminder. They are happy, settled and relaxed in her care. The childminder knows the children very well, including those who have just started. She is caring and sensitive to their needs and offers lots of praise and encouragement. As a result, children's self-esteem and confidence are supported well.

The childminder establishes children's learning needs by talking to parents about what they are doing at home and observing the children as they play. She uses what she knows to provide resources and activities that are interesting and suitable for children's stage of development. The childminder introduces new challenges to children as they progress, and even very young children show great perseverance at tasks. For example, when trying threading for the first time, toddlers spend a considerable amount of time working out how to get the string through the buttonhole.

Children show kindness and inclusion towards new friends starting the setting. They behave well. Any minor disputes are quickly settled, as the childminder calmly encourages sharing and shows children that there are similar toys available. Children are learning about safe play. For example, the childminder explains to older children how to play carefully alongside babies.

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

- The childminder develops her knowledge and skills by accessing a range of training opportunities. This includes online courses and a range of seminars. Overall, she implements this knowledge well. The childminder keeps up to date with changes to legislation and ensures that her mandatory training, such as first aid, is also maintained.
- The childminder supports children's communication and language skills well. For example, she reinforces colours and mathematical language, such as 'big' and 'small', with toddlers. She reads favourite stories so that children confidently recall characters and what is going to happen next. Young children show they can do this as they say 'shh' when hearing the childminder talk about 'The Gruffalo' and say they need to hide.
- Overall, the environment is well set out to support children's all-round development. Children make independent choices from the broad range of toys and resources that is available to them and remain happily engaged in play. However, the childminder has not fully considered how to enable young children, especially those whose language is still developing, to make their own choices about their creative play.
- The childminder provides opportunities for children to explore the world outside

the setting to further support their development. Children frequently attend toddler groups, go on walks and outings to the local parks and woods. These experiences help children to learn about their local community and the wider world around them.

- Young children are confident, and they show excellent imagination. For example, when some children dress up in a mask and cape, they stand proudly with their hands on their hips and say, 'Hero to the rescue!'
- Children learn about healthy food choices as the childminder shows them how to grow fruit and vegetables. Older children show they understand the importance of personal hygiene as they know to wash their hands after using the toilet. The childminder knows that very young children will often explore the environment and resources by using their mouths. Overall, the childminder assesses risks carefully to provide resources that babies can safely mouth. However, she does not always consider hygiene in terms of who has used such toys before allowing babies access to them.
- Partnerships with parents are good. Parents comment that they are delighted with the care that is provided. They say that the childminder is like an extension to their family and feel safe knowing their children are with her. Parents are kept well informed about their child's learning and development through daily conversations, communication books and an online app.

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:

- review how children can make their own choices about their creative play to further enhance their sensory and creative development
- develop the organisation of resources for the youngest children to strengthen opportunities for them to safely explore at their stage of development.

Setting details

Unique reference number	EY440248
Local authority	Bracknell Forest
Inspection number	10312080
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	0 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 April 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 7am to 6pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Nicky 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 provider.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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