

# Childminder report

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Inspection date: 30 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 greets the children with a friendly smile and is genuinely happy to see them. This helps children feel welcome, and they settle well into her home. The childminder has established a good routine with the children, which helps them to understand what is happening next. Children are relaxed and content in the childminder's company and in their environment.

The childminder plans activities for the children that she knows they will enjoy and that support them in their learning. For instance, children select numbers on cards and are encouraged to match these by pressing the number digit on toy mobile phones. The childminder supports them to role play and pretend to call the shops or the farm. Children use their imaginations and make-believe by pretending. They talk about animals on the farm and what they would buy at the shops. The childminder's skilful interactions significantly enhance children's imaginations and enjoyment.

The childminder sets clear boundaries and expectations for the children to follow. Children listen and follow her directions well because they understand what is expected of them. They are polite, kind and caring to each other. For example, they tell each other to be quiet when other children are sleeping. They put their finger over their lips and say "Shhhh". The childminder gives recognition to the children's kindness and positively praises them. This creates a culture of respect and children have a sense of pride in their achievements.

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

- The childminder understands what it is she wants the children to learn. The intention for learning is clear and appropriate for the children's current needs and abilities. For example, the childminder focuses on settling new children into their environment and supporting them to feel safe and secure. She has concentrated on developing strong relationships to ensure the children are comfortable in their surroundings. This supports the children's personal, social and emotional development and helps them to feel like they belong.
- The childminder gathers information about what the children already know and can do when they start. She uses this information, alongside her own assessments, to inform her of how she can support the children's learning and development effectively. This gives her a good understanding of children's starting points. The childminder plans experiences and activities that promote learning in the intended areas. This supports the children's continual development, and they achieve their goals and make progress.
- Children are asked to tidy up ready to transition to the next part of the daily routine. They work together to pull the small table to the middle of the room

and place the chairs around it. Children sit well at mealtimes, and they follow good hygiene processes. They wash their hands before meals and understand why this is important. The childminder provides the children with a variety of healthy and balanced foods that they enjoy. Mealtimes are a social time; children eat well and display good manners.

- The childminder shares lovely interactions with the children and asks them questions that prompt their thinking. Children respond well to her and listen intently to what she says. However, at times, the childminder does not allow enough time for children to make connections between their thoughts and speech before she asks them another question. At these times, the children's communication and language skills are not fully supported.
- Children are given a choice and their opinions are valued when planning the day. For instance, the childminder asks the children if they would like to play outside first or if they would like to do a painting activity. The children choose to paint and create pictures to take home and share with their families. The childminder encourages the children to describe what it is they are painting. Children begin to give meaning to the marks they make, and they paint with a purpose.
- The childminder seeks the views of parents and values their opinions. She understands the benefits of good partnership working to support the children in their daily routine, care and learning. Parents say that they are happy and content leaving their children in the childminder's care. They feel comfortable raising concerns if they have them and feel that communication is effective.

## 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 skills in recognising when to give children more time to process information to support communication and language even further.

## Setting details

<b>Unique reference number</b>	EY342230
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10312275
<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>	6
<b>Date of previous inspection</b>	25 April 2018

## Information about this early years setting

The childminder registered in 2006. She lives in Bracknell, Berkshire, and provides care for children from 8am to 6pm on Monday to Friday, for most of the year. The childminder holds a relevant level 3 qualification. The childminder provides funded early education to two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kelley Ellis

### 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 childminder.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to with the inspector during the inspection.
- The inspector carried out joint observations of a group activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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