

# Childminder report

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Inspection date: 1 February 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 are happy and settled with the childminder in her homely environment. They feel confident exploring their surroundings and selecting the toys they want to play with. The childminder communicates enthusiastically with children while they play. She models key words and encourages children to develop their early language. Children feel safe and regularly approach the childminder for a cuddle and reassurance. The childminder makes sure that children learn to play well alongside each other. For instance, she offers gentle reminders to share and teaches children to say 'please' and 'thank you'.

The childminder plans activities in the community. For example, children explore the natural world when they visit the lake and feed the ducks. They learn about keeping safe by the water. Children love to collect conkers in the autumn and get lots of exercise and fresh air. The childminder teaches children about road safety during their daily walks to school. Younger children enjoy collecting the older children from school and join in with their play at the childminder's home. The childminder identifies what younger children need to learn next. She discusses daily activities with parents and gives regular feedback about their children's learning and development.

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

- The childminder works regularly alongside another childminder. They plan activities which help children to socialise and make new friends. For example, they put music on and help children to dance and explore instruments together. This helps children to express themselves and hear different styles of music.
- The childminder has resources in her home which support children to explore small-world play and transport. The childminder recognises the benefit to young children of being able to explore different media and materials to develop their sensory awareness. However, the opportunities for children to engage in these experiences are limited.
- The childminder introduces mathematical language into activities. For example, she counts rings as children place them over a stacking toy. She identifies different shapes when young children post them into a shape sorter. The childminder gives children lots of praise and encouragement for all their efforts.
- The childminder teaches children new vocabulary and shares their achievements with parents. For instance, when children explore animals and learn the noises they make, the childminder shares their learning with parents. This helps parents to continue their children's learning at home.
- The childminder supports young children to develop their physical skills. For example, she rolls a ball and encourages them to take their turn to roll it back. Children use toys which develop walking skills and strengthen the muscles in

their legs.

- The childminder completes mandatory first-aid and safeguarding training. However, she recognises that she has not been proactive in her professional development with updating her knowledge and teaching skills. This means, at times, her curriculum lacks variety for young children.
- Children's good health is promoted well. They are supported to eat healthy meals. The childminder supervises children safely, ensuring food is cut to prevent choking hazards. Very young children learn how to feed themselves. Mealtimes are relaxed and sociable with plenty of good communication. The childminder discusses oral care with children. For instance, they talk about a trip to the dentist. The childminder purchased sand timers for children to help them brush their teeth effectively.
- The childminder helps older children to do their homework and explore technology. For example, she finds out topics of interest and looks up documentaries to develop their knowledge further.
- The childminder teaches children about people who help us. They discuss fire fighters, police officers and explore different small-world emergency vehicles. Older children discuss the makes of different cars. Younger children learn to cruise around the table and push the cars along.
- Children benefit from good opportunities to learn about the natural world. For example, they plant 'bee bombs' into planters at the setting. They watch as wildflowers grow and discuss pollination with the childminder.

## 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:**

- extend further the opportunities for children to explore different media and materials and develop their sensory play
- enhance professional development, to build on teaching skills and the planning of a challenging and varied curriculum.

## Setting details

<b>Unique reference number</b>	119226
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10317241
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	9 May 2018

## Information about this early years setting

The childminder registered in 2000. She lives in Owlsmoor, Sandhurst, Berkshire. The childminder provides care for children from 7.30am to 6pm, Monday to Friday all year round. She holds a relevant level 3 childcare qualification. The childminder is eligible for funding for free early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Charlotte Foster

### 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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector assessed the childminder's understanding of how to keep children safe.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder evaluated an activity 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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