

Childminder report

Inspection date:

28 February 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the care of the dedicated and passionate childminder and her assistant. They tailor settling-in visits to the children's individual needs, so that when they join her setting, children feel confident and emotionally secure. The childminder and her assistant, know the children exceptionally well. This helps children to develop a highly positive attitude to learning.

Children have awe-inspiring opportunities to develop their communication and language skills. The childminder's assistant captures children's attention and excites them with her inspiring song-time sessions. For example, children delight in choosing from their song box to decide which song to sing. Children gain confidence in singing an extensive range of songs and rhymes, and are excited to follow the actions. The childminder provides lots of opportunities for physical exercise. For example, children are fascinated with an air rocket launcher. Children are engrossed for long periods of time, taking turns, stamping furiously to get the rocket to fly high into the air. Children strengthen their large muscles and develop balance, coordination and agility. Children make very good progress in their physical development.

Children behave extremely well. The childminder and her assistant actively encourage children to be kind and respectful to others through all their sensitive interactions, which the children mirror. For example, children cheer when their friend is chosen to be the helper. Children show high levels of care for each other.

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

- The childminder's curriculum is remarkably ambitious for all children in her care, particularly those with SEND. The childminder acts with integrity to ensure that her provision is fully inclusive. She works tirelessly with other professionals, helping children with children with special educational needs and/or disabilities (SEND) to get the support they need when they leave to go to school.
- The childminder and her assistant have high expectations of children. They skilfully support children to lay the table, feed themselves and chat together as they eat their snack. Children learn how to ask for help. There is a culture of seeking support from each other. Children know it is okay to struggle and need help. They are kind to each other and celebrate each other's accomplishments.
- Children are provided with superb experiences that support their early education and knowledge of the local community and the wider world. For instance, children go on regular outings to the library, local shops and places of interests. This helps children to develop an understanding of the world.
- Together with her assistant she excels at delivering age-appropriate, challenging activities. For instance, the childminder skilfully introduces mathematical

concepts and terminology through interactive play. For instance, she prompts children to use words such as 'half' or 'quarter' when cutting fruit and encourages them to practise counting at every opportunity. This supports children's early maths.

- Partnerships with parents are exemplary. Parents speak highly of the care their children receive, the life skills that their children are learning. They report the wealth of information that the childminder shares ensures that they are continually informed of the progress their children are making.
- The childminder and her assistant have an exceptional understanding of how children learn and develop. They meticulously plan the curriculum for the children that they are caring for. As such, children thrive in her care. The childminder ensures that daily interactions, resources and activities are thought provoking. Children are highly productive and continually motivated throughout their time spent at the childminders. Children's learning is naturally interwoven within the curriculum, they make inspiring progress within all areas of development. All children are making outstanding progress in their learning and development.
- The childminder is highly motivated. She has consistently built on her professional development since her last inspection. This has positively impacted on her practice and provision. The childminder and assistant focus their professional development on the needs of children. For example, they have accessed numerous courses on the importance of early literacy and how this supports children's speech and language development. The childminder recognises the impact a child's vocabulary and communication skills can have on children's all-round development.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY363133
Local authority	Bracknell Forest
Inspection number	10317296
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	1 to 4
Total number of places	12
Number of children on roll	10
Date of previous inspection	17 May 2018

Information about this early years setting

The childminder registered in 2007. She lives in Bracknell, Berkshire. The childminder works with an assistant. Her operating hours are 9am to 3pm, Monday to Friday, all year round. The childminder and her assistant both hold appropriate early years qualifications at level 3. The childminder provides free funded early education for children aged two, three and four years of age.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure these are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning
- The inspector observed the interactions between the childminder, her assistant and children.
- Parents shared their views of the setting with the inspector.
- 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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