

Childminder report

Inspection date: 17 June 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder works closely with her co-childminder and, together, they provide a welcoming and secure environment for the children. The childminder knows the children very well. She is responsive to their care and learning needs and has high expectations for the children's behaviour. She plans and delivers a broad range of exciting activities that focuses on developing children's breadth of knowledge. The childminder and her co-childminder readily embrace children's natural curiosity and intervene appropriately to deepen their interests. This is evident when children recall facts that they have previously learned, such as when they confidently explain discussions about 'carbon footprints'.

The very close bonds between the childminder and the children are evident. The childminder recognises the individual needs of children and responds to these. For example, she knows when younger children are tired, giving them reassuring cuddles and opportunities to have a sleep. Children show high levels of concentration for their age and are consistently praised for their achievements. This motivates the children to persist. Children behave well and demonstrate respect and care for one another. For example, older children are quick to show concern for younger children and learn to consider how their actions may affect others. Children develop good independence skills. They confidently cut up bananas and strawberries at snack time. They are very proud of their achievements and are keen to show the childminder what they have done.

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

- The experienced childminder is professional and passionate about raising the quality of education. She shows a genuine enthusiasm for her work and is determined to ensure that all children have the positive experience they deserve in the early years.
- The childminder demonstrates a secure knowledge of providing children with a wide range of educational opportunities, which reflect their current interests. Furthermore, she places a sharp focus on what children need to learn next. She is very skilled at broadening the children's knowledge, while frequently challenging them to think and solve problems for themselves. This is reflected very well in what children know and can remember. For example, the childminder teaches children about 'gravity', as they explore objects rolling down a tube. Additionally, the childminder knows when to stand back and enable children to explore their own play ideas. These opportunities are effective in supporting children to play cooperatively with others and developing their communication skills.
- The childminder focuses a high priority on supporting children's early communication and language skills. Her skilful conversations with the children

help to form the foundations for their language development. In this way, all children demonstrate confident communication skills. All children make good progress.

- Children thoroughly enjoy their time outdoors and the freedom to explore. They have many opportunities to develop their physical skills in the childminder's garden and other outdoor spaces. Children learn to navigate as they manoeuvre themselves up and down different levels and negotiate the steps of the large climbing equipment. The childminder ensures that children learn how to keep themselves safe and offers firm, consistent and sensitive reminders of safer behaviours, such as using two hands on the slide.
- Children have regular outings as part of the childminder's daily routine. Children show an eagerness to learn new facts and increase their knowledge. The childminder supports this by providing real-life experiences for children, for instance, as they learn about nature, caring for animals, the environment and the planet.
- The childminder provides a breadth of experiences to broaden children's knowledge and understanding of the local community and the diversity of other people from around the world. However, she has not considered more opportunities to fully represent and value individual's home backgrounds and identity even further.
- The childminder has developed strong relationships with parents and speaks daily with them. Parents report that they are very happy with the childminder. They say their 'children are treated as family and learn to grow in a nurturing and stimulating environment'.
- The childminder's regular reflections ensure that she has a good understanding of the provision that she provides together with her co-childminder. Regular and purposeful training is sourced. For example, the childminder has recently undergone training with a focus on patterns and mathematical development. This has enabled her to think about language, activities and the environment to increase children's learning.

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 children's knowledge and understanding of the similarities and differences between themselves and others to represent and value their identity even further.

Setting details

Unique reference number	119004
Local authority	Bracknell Forest
Inspection number	10339357
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	2 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 July 2018

Information about this early years setting

The childminder registered in 1990. She lives in Bracknell, Berkshire. The childminder works with her husband, who is also a registered childminder. They operate from 7am to 6pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Anneliese Fox-Jones

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 this into account in their evaluation of the setting.
- The childminder took the inspector on a tour of all areas of the premises to understand how the early years provision and the curriculum are organised.
- A joint focus activity observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder, her co-childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including evidence of paediatric first-aid training.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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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