

Childminder report

Inspection date: 7 August 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

The childminder and her co-childminder welcome children into their home-from-home, caring environment. The childminder takes the lead but her co-childminder supports her well to ensure they meet the needs of all children. Children are happy and settled. The childminder offers additional close comfort to those children who find settling more difficult. She adapts routines and expectations until all children feel confident and secure in the setting. The childminder offers children a range of activities and experiences, both at home and out and about. She tailors these to children's needs and interests to ensure all children make good progress in learning.

Children play well alongside each other and are supported sensitively by the childminder to share and take turns. Children enjoy spending time in the outdoor space, playing with water and engaging in ball activities. They benefit from local trips out, as well as those that are further afield. This helps them to learn about the community they live in and the world around them. Children move confidently around the home, showing curiosity as they explore the resources and activities available. The childminder ensures there are always resources and toys accessible so children can make choices in their play and learning.

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

- The childminder has a clear understanding about planning and delivering an ambitious curriculum for children. She has clear aims for her curriculum, which is play based and is designed to build on what children know and what they need to learn next. The childminder focuses her ultimate aims on children developing the skills they need for their next stage in learning, such as school. This helps all children to make good progress and build knowledge and skills over time.
- The childminder knows the children in her care extremely well. She takes time to gather information from parents when children first start, to understand their likes and dislikes. She also gathers information about what children know and can do. This enables her to build on children's current learning from the very beginning and ensure they make good progress.
- The childminder plans some adult-led activities for children to support the intentions of her curriculum. For example, she provides creative activities for children to paint with their fingers. The children enjoy being creative and using their fine motor skills. However, on occasions, the childminder ends these activities abruptly at a time when all children are engrossed. This does not fully support their ability to engage and fully explore what is on offer.
- Children love singing and dancing with the childminder. They join in enthusiastically with the words and actions they know. Children squeal with delight when they recognise their favourite song is next and quickly lie on the

ground as a 'sleeping bunny'. However, the childminder does not always recognise when children show interest in a particular toy, such as construction bricks. This does not fully enable her to build on children's interests and use these effectively.

- The childminder works in partnership with parents and other providers. She shares daily information via an online platform. This ensures parents receive feedback on their child's well-being and development, as well as information about any minor accidents. The childminder also shares information with other settings that children attend, to provide continuity in their care. Parents praise the safe, fun and warm environment the childminder and her co-childminder provide.
- Children are beginning to learn about basic numbers and counting through their play. The childminder carefully includes counting and basic mathematical language in songs and conversations. She uses her fingers to demonstrate numbers to five, and names basic colours and shapes. Children are also able to problem-solve with basic tray puzzles; the childminder guides them to adjust the shapes so they fit the holes successfully.
- The childminder reads to the children regularly. She uses amazing props to bring stories such as 'The Very Hungry Caterpillar' to life. The children love filling the caterpillar with the fruit. The childminder slowly names all the props and encourages the children to repeat the words. This helps them to learn new vocabulary and to have a go at saying new words, to support their developing communication skills.

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:

- consider more closely how to allow children the time they need to engage in activities before moving their play on
- strengthen skills in recognising when to focus on children's interests in their play to extend learning even further.

Setting details

Unique reference number	119152
Local authority	Bracknell Forest
Inspection number	10350843
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 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	5 September 2018

Information about this early years setting

The childminder registered in 1998. She lives in Harmans Water, Bracknell, Berkshire. The childminder works with her husband who is also a childminder and occasionally an assistant. She operates Monday to Friday from 7.30am to 5.30pm, for most of the year. The childminder holds an early years qualification at level 3. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Clare Perry

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector documentation to demonstrate the suitability of all those caring for children.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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