

Childminder report

Inspection date: 22 January 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 provides a safe, nurturing and homely environment. She places great emphasis on supporting the emotional needs of all children in her care. For example, she offers comfort and support for those who become upset or need reassurance. Consequently, children settle quickly and demonstrate that they feel safe and secure in her care.

Children begin to engage in imaginative role play. They demonstrate utter enjoyment as they play on the ice cream stand and hand out pretend ice creams to their friends. Children learn about the joys of sharing and playing harmoniously with others. Furthermore, the childminder skilfully weaves counting into the activity as children pretend to pay for their treat. This supports their personal and social development and contributes to their early mathematical learning successfully.

The childminder has high aspirations for children's learning and development. She plans a curriculum that matches children's current interests and stages of development and regularly observes their progress. This enables her to close any gaps in their learning and development. The childminder plans weekly topics, relevant to the current season. She incorporates this into age-appropriate activities, such as observing why and how ice melts. This helps children to gain a good understanding about the wonders of the natural world and the concept of cause and effect.

The childminder is a good role model. She teaches children the rules of her setting and to share toys and resources. This helps children to behave well in her care.

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

- The childminder supports children's emerging language development very well. She listens and responds to young children's chatter as they begin to communicate with her. Older children learn to extend their vocabulary as the childminder reads 'We're going on a bear hunt' to them. Children copy the words they hear in the book, such as 'squelch', 'trip' and 'tiptoe'. Furthermore, the childminder asks the children to use musical instruments to add drama and excitement to the story. This enhances and supports children's ongoing speech and language development successfully and helps them to develop a love for books.
- Overall, the childminder understands that children learn best when they are fully engaged and interested in the activities that she plans for them. However, very occasionally, she does not follow up on children's interests during adult-led activities. This means, on occasion, children do not get to explore their own interests further and their learning is not consistently extended.

- The childminder wants children to develop self-care and independence skills. For example, with her support young children have a go at dressing themselves, while older children put on boots and coats independently. However, the childminder does not consistently extend this to other aspects of their independent learning, such as wiping their own noses and hands. Instead, she does this for them. This means, not all self-care and independence skills are consistently supported.
- The childminder fully understands that children benefit from fresh air and exercise daily. They squeal with joy as they run around the garden. The childminder encourages and supports the children as they practise their coordination skills by throwing and catching balls. In addition, the childminder takes the children on outings to the park and on nature trails where they learn more about the natural environment. These activities support their need for physical exercise, strengthen their small and large muscle development and promote overall well-being.
- The childminder has established secure and consistent routines. For example, children help tidy away toys and resources before moving on to other activities. This helps children to understand the importance of looking after their environment which further benefits their personal development.
- The childminder gathers detailed information from the children and their families. She finds out about their development at home, their routines and individual needs before parents leave their children in her care. This helps her to plan for their ongoing learning and development and ensures their individual needs are met.
- Partnership working with parents is strong. Parents appreciate the daily updates and the many learning opportunities the childminder provides, such as early mathematics and art and craft activities. The childminder keeps parents informed about the topics that their children will learn in the months ahead. Additionally, she works collaboratively with parents when children are ready to be toilet trained.

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:

- improve the use of adult interactions during activities to extend children's interests and ongoing learning further
- strengthen children's hygiene routines and self-care skills further.

Setting details

Unique reference number	119050
Local authority	Bracknell Forest
Inspection number	10311741
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 April 2018

Information about this early years setting

The childminder registered in 1993. She lives in Bracknell, Berkshire. The childminder operates from Monday to Friday between the hours of 7.30am until 4.30pm, for most of the year. She accepts funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Katharina Hill

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 provider and has taken that into account in their evaluation of the setting.
- The inspector observed the implementation of the curriculum during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.
- The inspector considered the written views of parents provided on the day of the inspection.

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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