

Childminder report

Inspection date:

10 December 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 are extremely comfortable, safe and secure in the childminder's care. They demonstrate the exceptional bond they have with her, such as in their confidence to interact with visitors. For example, they eagerly talk about what they like to do with the childminder, and talk about their friends and the activities they did at the Christmas party they attended. The childminder plans and delivers the curriculum extremely well. She places an exceptional focus on their communication, social and physical skills. The childminder skilfully weaves new vocabulary into conversations. She is excellent at building on children's existing skills and challenging them further during the day. For instance, during lunch children use a range of different child-friendly cutters to cut up their food, and tongs to move food from a serving dish to their plates. During children's play, the childminder nurtures their interests and enables children to make exceptional progress in their learning.

Children develop their communication and learn to use complex sentences and vocabulary. During their role play, children become shopkeepers and 'run' a restaurant. They ask 'customers' if they want pizza or cakes. Children serve the food, discussing how they are serving sushi, which was fish and rice. They bring cakes and deliver ice cream sundaes with chocolate and strawberry ice cream. The childminder extends their language as she encourages children to recall that this role is known as being a 'waiter' or 'waitress'. Children ask if people are paying their 'bills' by card or money and demonstrate they know how the card machine works. Children discuss their own experiences, and the childminder provides excellent extension to their vocabulary and language.

The childminder uses children's interests to encourage them to persist at activities. She is highly skilled at engaging children and using their interests and ideas to continually consolidate and build on their skills. Children behave exceptionally well, and are polite and caring to each other. They develop highly positive attitudes to learning.

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

- The childminder demonstrates an excellent understanding of how children develop and how to continually build on this. She successfully implements her curriculum in a flexible way that targets children's precise needs. The childminder places a high priority on ensuring children are confident and able to communicate their needs. She enables them to develop good self-esteem and gain the physical skills they need, in readiness for their later learning. Children are making excellent progress in their learning and development.
- The childminder has an extremely positive attitude towards her professional development. She uses her precise knowledge of each child to successfully

target meaningful training. This enables the childminder to increase her knowledge in areas which will provide the greatest support to children.

- Children enjoy a breadth of experiences that promote their understanding of their similarities and their differences, and how others live around the world. The childminder encourages them to participate in activities within the local community, building on their personal, social and emotional skills as they interact with other children and adults. Children eagerly share these experiences with adults and reflect on what they enjoyed. For example, with the childminder's help they recall what different cultures celebrate and how different countries call Father Christmas by other names. They gleefully describe how during a Christmas party they passed a parcel and as they unwrapped each layer they got a treat.
- Children learn about healthy lifestyles and how exercise and healthy food is good for their bodies. They confidently share how they need to keep drinking during the day to keep hydrated. The childminder discusses with children, such as during lunch, about the food they eat. Children can confidently respond about which foods they can eat all the time, such as their fruit and vegetables, and which are treats. The childminder continues to reinforce and build on children's understanding of how to care for the environment. For example, she talks about sustainability and how some things can be recycled and how the food they do not want can be put in the food bin. Children develop an excellent understanding of where their food comes from and how healthy eating benefits them.
- The childminder helps children develop an awareness of their emotions from a very young age. Young children begin to identify how they are feeling and share their feelings with the childminder. Through discussion, the childminder helps children to identify what they could do to change these, such as if they are sad what might make them happy. Where she identifies that children need additional reassurance or support to interact, where children may be shy or hesitant, she readily assists with gentle words and ideas on how they can achieve something. Children have excellent manners and behaviour given their young age. They are extremely caring of each other and have an excellent bond with the childminder.
- All parents speak extremely highly of the childminder's practice. They are extremely pleased with the care and education she provides for their children. Parental feedback comments on the strong progress children are making. They report on how the childminder always has their children's best interests at heart, how she prioritises their individual needs and how she communicates these to them. The childminder takes on board their feedback. For example, after a recent questionnaire she is increasing information-sharing around children's areas of developmental learning to give parents a more precise explanation of how they can support this further at home.

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	119194
Local authority	Bracknell Forest
Inspection number	10368000
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	5
Date of previous inspection	5 March 2019

Information about this early years setting

The childminder registered in 2000 and lives in Ascot, Berkshire. The childminder's provision operates on Monday to Thursday from 7.30am until 5.00pm, term time only. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Anne Nicholson

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector read feedback from the parents during the inspection and took account of their views.
- 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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