

Childminder report

Inspection date: 19 October 2022

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

Children are happy and excited as they enter the childminder's home-from-home setting. They are confident in social situations and eager to tell others what they know and can do. For example, they proudly talk to visitors about the biscuit they have from home. Children have the skills they need to be social beings.

Children are beginning to learn the childminder's high behaviour expectations. For example, they respond quickly when she reminds them to share the mixing spoons. Children behave well and they understand the difference between right and wrong.

The childminder skilfully supports children's communication and language. She consistently comments on what is happening and repeats simple words. As a result, children have strong communication and language skills. For example, babies enthusiastically babble and repeat single words as they chat back and forth with friends. Children also enjoy and respond with excitement to familiar stories and songs. For example, they dance and giggle as the childminder sings 'Happy and you know it'. Children have enjoyable experiences exploring their early literacy skills.

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

- Relationships between the childminder and the babies are sensitive and responsive. For example, the childminder offers loving cuddles when babies gesture for them. She knows the children well and they have strong bonds. However, the childminder does not yet provide a rich set of experiences to help children understand what makes them unique. Despite this, children feel safe and secure in her care.
- The childminder enthusiastically prompts appropriate discussion about what is being taught. For example, she talks to the children about the 'elephant' and the 'rhino' as they play with the toy animals. However, the childminder does not always communicate with children when they are moving on to another activity. As a result, at times, children become confused and upset when moved. Children's learning is interrupted, and they lose their engagement in play.
- Children have positive attitudes to learning and have high levels of curiosity and enjoyment in activities. For example, they enjoy exploring rice with spoons and utensils and laugh with joy as it runs through their fingers. Young children engage in activities that interest them for long periods. They have the skills they need for future learning.
- The childminder is extremely proactive in ensuring her own and her assistant's teaching improves over time. They attend regular training to ensure they have the knowledge they need to support all children's next steps in learning. For example, she attended training to support children in her care with special

education needs and/or disabilities. The childminder and her assistant also regularly reflect on each other's practices to ensure they offer the best care for children. As a result, all children make good progress in their development.

- The childminder liaises well with other professionals, such as the local authority and childminding networks. They share ideas and best practices, which helps the childminder to improve her activities and teaching. For example, she supports other new childminders by sharing what she is doing well. As a result, her care routines and activities improve over time.
- The childminder has built a strong trusting partnership with parents. Parents enjoy the daily verbal feedback that she gives about their children's day and development. They appreciate the childminder's top tips that have helped their children grow in confidence and helped parents with their routines. For example, the childminder offers advice on topics, such as the use of dummies and how to help children self-settle to sleep. Parents explain that the childminder makes every effort to support children's emotional well-being when they need it. Children have secure attachments and are ready for their next stage in development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her own and her assistant's knowledge up to date. She knows how to spot signs and symptoms of issues, such as children who may be at risk of physical or emotional abuse. The childminder knows where to report to if she has concerns over children's welfare. She carries out daily risk assessments to minimise the risk to children. The childminder has robust accident procedures that ensure that children receive the correct first aid when needed, and she notifies parents on the same day. Children are safe and secure in the childminder's home.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop further opportunities for children to learn about their cultures and gain a good understanding of what makes them unique
- prepare children better for transitions and provide clear explanations on what is happening next, to support their well-being.

Setting details

Unique reference number	153303
Local authority	Bracknell Forest
Inspection number	10234255
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	0 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	2 March 2017

Information about this early years setting

The childminder registered in 2001. She lives in Sandhurst in Berkshire. She operates from 7.30am to 6.30pm, all year round. The childminder works with a part-time assistant.

Information about this inspection

Inspector

Mandy Cooper

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 provider.
- Children spoke to the inspector during the inspection.
- 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 carried out joint observations of group activities with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the childminder's.

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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