

Childminder report

Inspection date: 14 October 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children form close attachments with the childminder and show good levels of emotional well-being. The childminder spends time settling new children into his home and builds strong relationships with children and their families. He knows the children in his care extremely well and what makes them unique. He is very responsive to the children, offering cuddles and reassurance when needed. Children are very settled and confident learners. They demonstrate that they feel safe by moving independently around the childminder's home to find what they want to play with.

Children are very well behaved. The childminder is always close by, to offer them support and reassurance as they play and test out new skills and learning. He supports children well to manage their feelings and regulate their behaviour. He uses gentle words and gives simple, clear explanations, making sure that children understand the reason why some behaviour is not acceptable.

Children benefit from many opportunities to support their communication and language skills. Throughout activities, the childminder provides a commentary, models good conversational skills and introduces new vocabulary. Children are vocal and repeat familiar words and phrases in response to the childminder's warm interactions. This helps to prepare children for the next stage in their learning.

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

- The childminder is effective at extending children's learning as he interacts with them. He encourages children to try things out for themselves. Children persevere as they stack different-sized cups on top of one another. When the cups fall, the childminder encourages them to try different ways. Children soon work out that the cups need to be stacked in size order. The childminder praises them readily for their attempts and achievements.
- The childminder has high expectations for children's learning and development. He understands what children need to know. The childminder recognises that knowledge and skills can be taught in a variety of ways. He considers children's interests when planning what to do and encourages them to repeat and revisit activities. For example, he uses a variety of experiences, including stories, songs and toys, to help children to learn to recognise animals and the sounds they make.
- The childminder shares stories with children. He gives them time to gain information from pictures and repeats words to help develop their vocabulary. The childminder ensures that there is a good range of books available to support children's early communication and literacy skills. However, books available for younger children to look at independently are not easily accessible. As a result,

children do not look through books as part of their everyday play.

- The children's emotional well-being is well supported. Children are continuously being taught how to identify and manage their emotions and feelings. They demonstrate good levels of resilience as they approach each opportunity with a can-do attitude and try again if it does not work the first time. For example, babies are practising to stand and move around and show high levels of persistence as they do this.
- The childminder places a strong focus on children's physical well-being. He ensures that children have a wide range of experiences to encourage them to be physically active. For example, they play outdoors and visit local parks. Children benefit from healthy meals and snacks and follow good hygiene practices, such as washing their hands regularly.
- The childminder and his co-childminder have developed good relationships with parents. They gather a wealth of information from them prior to the children starting. This information is used by the childminders to help children to settle and to make sure that learning opportunities meet their current needs and interests. The childminder has effective systems in place for supporting children with special educational needs and/or disabilities.
- The childminder has completed all mandatory training to ensure he has a good knowledge and understanding of how to promote children's safety and welfare. However, he does not focus on his professional development to help promote children's learning to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of his role in protecting children who may be at risk of harm. He is alert to possible indicators of when a child may need help. He knows the relevant agencies to contact for guidance. The childminder attends child protection training and is aware of the correct procedure to follow should there be an allegation. The premises are secure, and the childminder carries out daily checks of the indoor and outdoor environments to ensure they remain safe for children to use.

What does the setting need to do to improve?

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

- review the accessibility of some resources, to enable children to explore their own interests independently
- seek further training opportunities to strengthen existing knowledge and teaching skills and further enhance outcomes for children.

Setting details

Unique reference number	2521759
Local authority	Bracknell Forest
Inspection number	10208093
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	Not applicable

Information about this early years setting

The childminder registered in 2019. He lives in Bracknell. The childminder works alongside his wife, who is his co-childminder. They work between 8am and 6pm, Monday to Friday, for most weeks of the year.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- This was the first routine inspection the provider 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.
- Discussions were held between the childminder and the inspector, to help establish the childminder's understanding of how to safeguard the children in his care.
- The views of parents were gathered through written comments.
- The inspector viewed relevant documents, including suitability checks, evidence of paediatric first-aid training and public liability insurance.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.

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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