

Childminder report

Inspection date: 15 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend in the childminder's warm and welcoming home. They behave well and develop good levels of emotional well-being. The childminder and her assistant are good role models. They are polite in their interactions with each other and demonstrate by example how to be helpful and considerate of the needs of others. Children receive regular praise and affection, which helps them to feel valued and respected. They enjoy listening to their favourite stories as they snuggle up to the childminder and her assistant. During these interactions children observe and mention what they see. For instance, they comment that the character in the book needs medicine as he is 'poorly' and notice that others are jumping up and down in muddy puddles.

Children make good progress from their starting points and successfully develop the skills they will need for their future. For instance, children dress and undress themselves for outdoor activities and understand the importance of washing their hands before meals. They enjoy the time they spend outdoors and demonstrate good balance and co-ordination as they walk along narrow planks.

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

- The childminder has a good understanding of the children in her care. She regularly observes and assesses them to enable her to monitor their progress. This helps her to quickly identify any emerging gaps and implement plans to help them to catch up.
- Overall, children show that they are aware of what happens next in the daily routine. However, occasionally the transition periods between activities are too long. This means that children lose interest in what they are doing and learning is interrupted.
- The childminder places a good focus on ensuring children benefit from plenty of fresh air and exercise. For instance, they have regular visits to the park and play in the well-resourced garden. These positive experiences help to support children's physical and emotional well-being.
- The childminder and her assistant support children's communication and language skills well. Throughout activities they provide a dialogue and introduce words and phrases. For instance, as children show the childminder 'dinosaurs' and 'reptiles', she encourages them to look at their different characteristics, such as a long tail. Children repeat phrases, such as green snake.
- Although the childminder has ample space, she does not always consider how to best utilise the play areas so that children have adequate space to play. This means that children are not always as deeply engrossed and have reduced space when playing solely in some areas of her home.
- The childminder and her assistant effectively teach children how to keep

themselves safe. For instance, children know how to use safety knives correctly, as they cut up fruit and know that they must not touch the radiator as it might be hot.

- The childminder actively promotes children's understanding of mathematics during activities. For instance, they count the toys as they put them away and the number of fruits included in 'The Very Hungry Caterpillar' story.
- Children behave well and the childminder deals with any minor disagreements sensitively. She praises the children for their achievements, and this boosts their self-esteem. The childminder and her assistant help young children learn to share, take turns and play together cooperatively.
- Partnerships with parents are good. The childminder communicates regularly with them through daily discussions and online messages. Parents report that their children are making good progress and enjoy the time they spend with the childminder and her assistant. They remark that they are very happy with the many outdoor learning opportunities the childminder provides.
- The childminder and her assistant are committed to their ongoing professional development. They access regular training to broaden their knowledge and continuously develop their provision. Following training and research they have introduced more natural resources to encourage children to explore, investigate and develop their curiosity about the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the importance of following robust recruitment procedures. She has completed a thorough induction and appropriate checks to ensure that her assistant is suitable. The childminder and her assistant have a good understanding of the signs that might indicate that a child might be at risk of harm. They ensure they complete regular online and face to face training to keep their knowledge up to date. They are clear of the procedures to follow if they have any concerns. This includes what to do if an allegation is made against themselves or any adults working with children. Regular checks on the home and when on outings enable the childminder and her assistant to quickly identify and eliminate any potential risks to the children in their care.

What does the setting need to do to improve?

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

- review the transition periods between activities so that children benefit fully from uninterrupted learning opportunities
- use the available space more effectively to facilitate children's play and exploration, and their ability to focus for longer.

Setting details

Unique reference number	2604489
Local authority	Bracknell Forest
Inspection number	10262997
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 5
Total number of places	12
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Bracknell, Berkshire. She operates Monday to Friday, from 8am to 5pm, all year round. The childminder and her assistant hold a level 3 qualification.

Information about this inspection

Inspector

Ingrid Howell

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 her evaluation of the provider.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector took account of the views of parents through written feedback provided.
- The inspector asked the childminder and her assistant questions about how they safeguard children at convenient times during 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023