

Childminder report

Inspection date: 25 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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 are extremely settled and relaxed in the childminder's home. They clearly feel very welcome. The relationships between children and the childminder are very warm. The sense that they all see themselves as a team is very clear in the way they all happily work together and help each other out. For example, children know exactly what they need to do to get ready for snack time. They help each other find plates and cups and remind each other of the need to wipe the table. All the time under the supervision and helpful guidance of the childminder. Children consistently show they are learning well to be kind, considerate and mindful of the needs of others.

The childminder sees all children as very capable learners. Children learn from a range of experiences and activities that the childminder plans and delivers with great skill. The way the childminder interacts with children not only supports children's learning well but also consistently builds their self-esteem. Children learn that their opinions are valued and listened to and that trying hard is important. They are exceptionally effectively helped to value their own worth.

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

- The childminder supports children's language development very effectively. She models clear language and gives children plenty of opportunities to contribute to conversations. Children delight in trying out new words they are learning, such as 'squishy' and 'crunchy', to describe fruits they are eating. Children from a young age are confident to share their thoughts and ideas.
- The childminder understands the value of repetition and practise to ensure that children remember what they have been taught. Children confidently use refrains from stories they have learned in their play. They remember how to hold a piece of fruit still so they can cut it safely. This is because the childminder has carefully sequenced this learning over time. This effective approach means children are developing a wide bank of knowledge and skills that prepare them well for the next stage in their learning.
- Children are keen to learn and play. They keep trying and show pride in what they can achieve, be that chopping fruit, counting accurately or managing their own personal care needs. Occasionally, the childminder does not choose the best times to deliver activities that require children to sit and concentrate. At these times children find it harder to focus, and as a result learning is less effective. This was illustrated when children struggled to stay sitting to listen to a story immediately after having their snack.
- Children flourish in their personal development. As well as gaining an impressive set of self-help skills, they learn from an early age that they have the right to make their own choices in regard to how they want their emotional and physical

needs met. For example, children learn they can choose if they would like a cuddle or would prefer some space to self-soothe. This adds to, rather than detracts from, children's high levels of emotional security and the very warm and respectful bonds between them and the childminder.

- Children gain an excellent understanding of the similarities and differences between themselves and others. The childminder plans an exciting and thoughtful programme of experiences that give children a real insight into their own culture, the culture of others and the different ways people have lived through the ages. Children visit shops that are familiar to them and shops that look very different to those they regularly visit. They compare the foods on offer and take items back to cook and eat. They learn, first-hand, about days children find special around the world. These exciting experiences help children very well to become tolerant and open-minded young people.
- The childminder is highly committed to developing her practice and building on her already very good teaching skills. She actively seeks out training opportunities and reflects on what she has learned, and how she can put the learning into practice for the benefit of the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a detailed knowledge of the signs that could indicate a child is at risk of harm or neglect. She understands the importance of recording any concerns and making prompt and persistent referrals to relevant professionals, to protect children from harm. She understands the risks to children and others of being exposed to extreme ideologies, and that any concerns about the safety of a child's home environment could pose a risk to children or others. She ensures that her home is a safe and secure space, suitable for the care of young children.

What does the setting need to do to improve?

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

- reflect on when to deliver learning experiences that require children to focus and concentrate, so that children are best placed to get the most out of these activities.

Setting details

Unique reference number	2620136
Local authority	Bracknell Forest
Inspection number	10281045
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	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Bracknell and offers care all day, Monday to Thursday, term time only. The childminder offers funded education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Holley

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 setting.
- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took account of these.
- 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.

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