

Childminder report

Inspection date: 10 January 2025

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 are active learners in the childminder's homely setting. They enjoy their time with this patient, friendly and nurturing childminder. The childminder promotes children's play very well. She is quick to follow their lead and encourages them to explore their imagination. For example, as young children use blocks as pretend telephones, the childminder mimics this. Children are engrossed in their pretend play. The childminder has a calm disposition and warm interactions help all children to feel safe and secure.

The childminder has developed a good curriculum to ensure that children have the skills they need to support their future learning. For instance, younger children practise hanging wooden rings on wooden beams. Furthermore, they push and pull toy cars and watch with excitement as these whizz off across the floor. This helps children strengthen the small muscles in their hands and practise their hand-eye coordination. The childminder uses progress checks to help identify gaps in learning and to identify what children need to learn next.

The childminder is a good role model for children's behaviour. She is calm and plays at the children's level. Young children are starting to form friendships and learn about each other. This helps children to gain the skills they need to maintain friendships.

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

- The childminder is passionate about developing children's understanding of their local community. Parents report that they appreciate the time and wealth of experiences the childminder plans for the children. The childminder uses daily events to broaden children's knowledge. For example, she takes them to local pet shops to see the different animals. Furthermore, the childminder regularly takes children out for walks and visits to the local library. These experiences help children to understand the world around them.
- Overall, the childminder's teaching is good. She uses her knowledge well to review and develop her curriculum and to encourage children's curiosity. However, during adult-led activities, she does not consider the planning well enough to allow children to engage and fully extend what they already know and can do. For instance, during a music session, there are too many resources available for the children. This means some children lose interest and do not benefit from these activities.
- The childminder promotes children's language and communication. For example, the childminder repeats back animal noises and simple words for younger children. She ensures that children have access to their favourite books. Children develop their listening skills and turn the pages as the childminder reads familiar

stories with them. This helps children to develop their early vocabulary.

- The childminder's familiar routines help young children know what happens next. She supports children to develop their independence. For example, they wash their hands before mealtimes and feed themselves. The childminder is attentive to children's sleep patterns. This helps promote children's good health.
- Overall, children's behaviour is good. The childminder is warm and nurturing in her interactions. This helps young children to play alongside each other as they explore the various resources. However, the childminder does not explain why certain behaviours are unwanted. For example, the childminder says to children 'no thank you' if a child becomes frustrated and takes a toy, rather than explaining to the children the consequences of their behaviour to further develop their understanding. This means children do not always understand what is expected of them.
- Parents are very positive about their children's experiences in the setting. The childminder plans unique settling-in sessions for the children. She gathers information about children's interests and current development. Parents comment how successful these are and that the childminder really gets to know their children. Furthermore, the childminder regularly shares with parents their children's next steps in learning. This helps children to have consistency between the childminder and home.
- The childminder keeps her knowledge up to date. She focuses on training to support areas to enhance her understanding. For example, she has sought training to help her weave early mathematical concepts into younger children's learning. This helps all children make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen how activities are planned so that they build on what children already know to fully extend their learning
- improve explanations to help children understand why some behaviours are unwanted.

Setting details

Unique reference number	2701147
Local authority	Bracknell Forest
Inspection number	10375724
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Bracknell, Berkshire. She operates from 8am to 6pm, Monday to Friday, all year round, except bank holidays and family holidays. The childminder offers government funded places for children between the ages of nine months and four years.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The childminder showed the inspector around the premises and discussed how she organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about her intentions for the children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their written views of the childminder's setting with the inspector.
- 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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