

Childminder report

Inspection date: 23 January 2025

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 are happy in this warm and welcoming home. The childminder forms caring relationships with the children, which helps them feel safe and secure. From the outset, the childminder works in partnership with parents. This helps her to gather information to plan for the children's needs and interests.

The childminder has a good understanding of how to support children's learning and development. She plans a well-sequenced curriculum that follows their interests. The childminder carefully selects stories that embed children's previous learning. Children snuggle in and listen to these familiar stories. The childminder extends their learning with planned activities. For instance, children create binoculars for their birdwatching activities. They decorate the binoculars and talk about the different colours. The childminder introduces new colours such as 'silver'. This helps develop children's knowledge even further about the world around them.

The childminder is a good role model for children's behaviour. Children copy the childminder's calm and patient manner. For instance, older children share their favourite dinosaurs with their friends and invite the childminder into their play. The childminder is polite and gently reminds children to use manners, such as 'please' and 'thank you'. This helps children develop their good behaviour.

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

- The childminder plans well for children's physical development. She provides a range of activities to help children build their large- and small-muscle skills. For example, the childminder teaches children how to climb steps on a climbing frame. This helps children develop their balance and coordination. Furthermore, the childminder encourages older children to peel off stickers of birds for their pictures. This helps children to strengthen the muscles in their hands in readiness for writing. Children develop good physical skills and are ready for their next stage in development.
- The childminder has created an ambitious curriculum that focuses on the skills and knowledge children need to prepare them for future learning. Parents comment on how well their children's social skills have developed since attending the setting. All children are making good progress in their learning and development.
- Overall, the childminder recognises the importance of developing children's communication and language skills. Older children develop new vocabulary, such as 'swamp hen' and 'magpie', as they learn about different birds in preparation for their birdwatching activity. However, sometimes, the childminder's conversations are too complicated for younger children to understand. She does not consistently model simple words for younger children to hear that relate to

their play and actions. This does not support all children to make rapid progress in their speech.

- The childminder promotes children's health and well-being effectively. She ensures that they have daily fresh air and exercise. The childminder teaches children how to be healthy and how to keep safe. For instance, she ensures that they understand road safety when they go out into the community.
- Children's behaviour is good. The childminder helps children understand her expectations through her well-planned daily routines. This helps children to know what is expected of them. For example, young children listen very well as they tidy up to a song. They confidently wash their hands before mealtimes. Children develop their positive attitudes in the childminder's caring home.
- The childminder plans regular outings to help children learn about their local and wider communities. For instance, she takes them out for woodland walks, visits local shops and toddler groups to help children socialise with other people. These experiences help children develop their social skills.
- Partnerships with parents are good. The childminder shares regular information with parents. For example, she gives advice on toilet training to support children at home. Parents say this has had a positive impact on their children's development, and their children make excellent progress in the childminder's care.
- The childminder accesses training courses and listens to professional webinars and podcasts. This has helped her to focus her curriculum on developing children's early knowledge of numbers and counting. This is evident in her teaching. The childminder uses opportunities in children's play to introduce new concepts. For instance, she introduces simple counting with pretend money as children buy eggs in the play shop.

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:

- enhance the support for younger children's communication and language, helping their speech to progress more rapidly.

Setting details

Unique reference number	2708217
Local authority	Bracknell Forest
Inspection number	10375833
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 2
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 2022 and lives in Bracknell. She operates from 8am to 5pm, Monday to Friday, term time only. She provides government funded childcare.

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 their intentions for children's learning.
- The inspector observed the interactions between the childminder and 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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