

Childminder report

Inspection date: 11 September 2024

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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a calm and nurturing home-from-home environment where children can play safely. From the outset, the childminder works in collaboration with parents. She gathers a range of information during initial visits to help her plan for the children's care routines and learning. The childminder gives children lots of attention and plays alongside them. This helps children develop strong bonds and feel safe in the care of the childminder.

The childminder has high expectations for all children. She provides a wide range of experiences and resources that spark their interest and curiosity. As such, children explore the welcoming environment with ease and motivation. The childminder respectfully follows the children's interests. For example, children explore sand trays and watch in amazement as the childminder makes a 'wiggly worm'. Young children copy the childminder and use their fingers to make patterns. This develops the small muscles in their hands for later learning.

The childminder is a positive role model for children and encourages kindness. She is calm and responsive to the children's individual needs. Children respond well to the childminder and behave well. Young children develop their confidence, self-esteem and independence in learning.

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

- The childminder has developed a broad curriculum that is based on the children's personal, social and emotional development. She has a secure understanding of how they learn. The childminder uses the information she gathers through observations of children to provide meaningful experiences. She knows where they are in their learning and development and monitors their progress to identify any possible gaps in their learning.
- The childminder uses every opportunity to encourage children to communicate. She uses ongoing commentary as children play and encourages children to join in. However, occasionally, the childminder does not support children as successfully to extend their language and vocabulary. For example, at times, she does not match the language that she uses accurately to the age and stage of the children who she is talking to, to fully support their understanding.
- Children's independence is promoted well. The childminder teaches children to wash their hands before mealtimes. She encourages children to hold their cutlery so that they can feed themselves. Their independence is further developed as they learn to put on their shoes to play in the garden.
- The childminder ensures that children have daily exercise. Children develop good physical skills. They enjoy being active outside in the fresh air. For example, they skilfully learn how to use wheeled toys. Furthermore, the childminder provides

children with a variety of opportunities to see the world around them. For instance, they visit local play parks and local shops.

- Children begin to learn early mathematical concepts. For example, the childminder introduces different shapes while children build and construct towers with magnetic tiles. Furthermore, she counts to three as younger children slide down the slide. Children mimic the sounds of early counting.
- The childminder supports younger children to be kind and learn to share. If young children become upset, the childminder gives them plenty of cuddles and reassurance. This develops children's self-esteem and encourages positive behaviour.
- The childminder involves parents in their children's two-year-old progress checks and ongoing assessments. This supports children's continuity of learning and development. Parents speak highly about the service the childminder provides. They comment that their children have settled very quickly in the care of the childminder.
- The childminder teaches children to be healthy. She works with parents to ensure that food brought into the setting is nutritious. The childminder teaches young children the importance of brushing their teeth. This helps children learn about oral hygiene.
- The childminder engages in regular training, which allows her to stay up to date and enhance the opportunities that are available to children. For example, she identified the need to raise her own knowledge on supporting children with special educational needs and/or disabilities. This helps her improve the quality of the provision for all children.

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 skills in supporting the development of younger children's speech.

Setting details

Unique reference number	955517
Local authority	Bracknell Forest
Inspection number	10359822
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	2
Date of previous inspection	12 December 2018

Information about this early years setting

The childminder registered in 2000 and lives in Bracknell, Berkshire. She operates all year round, from 8am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The inspector viewed the space and resources that are available for childminding to gain an understanding of how the early years provision and the curriculum are organised.
- The inspector spoke to the childminder and the children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities and routines, and she assessed the impact this has on children's learning.
- 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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