

Childminder report

Inspection date: 12 April 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 has created a nurturing and welcoming setting, which enables children to feel secure and settled. Children's personal and emotional development are a priority. From the outset, the childminder develops strong partnership with the parents. This helps her to gather information to plan for the children's needs and interests. Children thoroughly enjoy the time they spend in the caring childminder's company. They share warm and loving relationships with her, and they are completely relaxed and settled in her home.

Children excitedly climb, run, balance and explore in the childminder's well-resourced garden. The childminder gives children praise and encouragement as they propel themselves along on a scooter and ride-on cars. Toddlers develop their concentration as they spend time digging and scooping in the sand area. The childminder offers a wealth of opportunities' outdoors that support children to develop their large and small muscles in preparation for later learning.

The childminder has high expectations of children's behaviour. She praises them, and they behave well. Children use good manners throughout the inspection, saying 'please' and 'thank you' effortlessly. This helps foster children's positive relationships.

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

- The childminder uses her knowledge of children well to design a curriculum that meets their needs. For example, she knows children's interests in sensory play and provides a broad range of resources and experiences for children to explore. She understands how children learn, what they can do and what they need to learn next. She adapts the curriculum well for the mixed-age groups that attend, ensuring that she includes all children at their level of understanding.
- The childminder fully understands the benefits of talking to children and engaging them in conversation to help develop their communication and language. She consistently provides a narrative to children, developing their vocabulary and encouraging their thinking skills.
- The childminder takes children to visit nearby places of interest to explore and learn about nature. Furthermore, she plans trips to museums. This helps children to feel part of their local community, and they learn about the wider world.
- The childminder is skilled at recognising when to intervene to extend children's learning and enjoyment. Children thoroughly enjoy exploring the sand. They use spades to fill containers and make sand castles. The childminder interacts well, helping children understand mathematical language, such as 'full' and 'empty'. She helps children to think about how many more spadefuls they will need.

Children follow instructions well, for example, to pat the sand down.

- The childminder promotes independence in a range of ways. Children know how to tidy away when they have finished playing. The childminder encourages children to open their packed lunches at mealtimes. This helps them develop their independence.
- Children benefit from plenty of fresh air and exercise. They have opportunities to extend their physical skills, using a wide variety of play equipment. Children learn the importance of washing their hands before eating. However, the childminder does not support children to understand the importance of oral hygiene and how this can contribute to their good health.
- The childminder teaches children how to stay safe, both in the house and when on outings. For example, children learn about road safety on the way to school to collect older children. The childminder talks to the children about why it is important to wear sun cream and a hat in the sun. This helps children to learn how to keep safe in the sun.
- Children's behaviour is good. The childminder is a very good role model. She is sensitive and calm in her mannerism. The childminder helps children to learn to share their toys, with her gentle reminders. This helps children to develop their early relationships. Children have a positive attitude to learning.
- The childminder keeps up to date with essential training, such as first aid and safeguarding. She also seeks to develop her skills and knowledge in areas that are beneficial to the children. She completes additional training courses, seeks the support of other local childminders to share knowledge and uses online opportunities for learning.

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:

- support children to develop an understanding of the importance of oral hygiene.

Setting details

Unique reference number	EY225265
Local authority	Bracknell Forest
Inspection number	10335543
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	20 June 2018

Information about this early years setting

The childminder registered in 2003. She lives in Bracknell, Berkshire. She operates from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Kelly Lane

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 their evaluation of the childminder.
- The childminder spoke to the inspector about her intentions for children's learning and how the curriculum is implemented.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- 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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