

Childminder report

Inspection date: 13 May 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

Children develop close relationships with the experienced childminder, who provides a warm and welcoming environment. This helps children feel safe and secure. The childminder meets children's care needs promptly. For example, she identifies when babies are hungry and recognises when they are tired and ready to sleep. Babies enjoy snuggling up to her and are comforted by her affectionate cuddles. This helps to support young children's emotional well-being.

The childminder has a high expectation for children's behaviour. She is a good role model and treats all children with respect. The childminder is calm and patient and sensitively reinforces positive behaviour. She encourages children to be kind and considerate of others. Children learn to share and take turns to play with the resources.

The childminder has an ambitious curriculum and knows what she wants the children to learn. She provides children with resources that she knows support their interests and their next steps in learning. For example, babies enjoy pressing buttons on interactive toys and listening to the sounds they hear. This helps to develop their hand-eye coordination. Children benefit from outings in the local community. For example, they visit woodlands, local parks and toddler groups. This helps children to develop their social skills by mixing with a larger group of children, and to enhance their learning of the wider community.

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

- The childminder uses children's interests to plan activities that inspire curiosity and motivate them to learn. For example, children giggle with glee as they try to free dinosaurs that are frozen in ice. The childminder introduces new words to extend their vocabulary. For example, she introduces words such as 'melting' as children begin to think of ways in which to melt the ice. Occasionally, the childminder quickly offers solutions to problems rather than encouraging children to work things out for themselves. This does not fully support children to build on their thinking and problem solving skills.
- Children's physical skills are supported well. They have plenty of opportunities to be outdoors and enjoy the fresh air. Children develop their small-muscle skills and coordination through a range of experiences, such as drawing, chalking and painting with water outside. This helps to strengthen their hand and finger muscles in preparation for early writing.
- The childminder places stories and books at the heart of the curriculum. Children confidently and enthusiastically talk about different stories that the childminder regularly reads to them. However, the childminder does not effectively use a range of strategies to support children's early language development. For

example, she does consistently not allow children time to think and respond to questions.

- Children learn about the importance of healthy lifestyles. The childminder teaches children to make healthy food choices. She works with parents to ensure that packed lunches are healthy and nutritious. The childminder encourages children to drink frequently to keep them hydrated.
- The childminder supports and encourages children to develop their independence. For example, the childminder encourages young children to put on their shoes before they go outdoors and to wash and dry their hands before mealtimes.
- The childminder ensures that children learn about differences and similarities beyond their own experiences. She values each child as a unique individual and integrates their cultural celebrations into her curriculum planning. For example, children learn about different festivals and cultures through stories and planned activities.
- Partnerships with parents are good. Parents appreciate the homely feel of the provision. The childminder uses a variety of ways to share information to parents about their children's day. She shares ideas for how to support children's continued learning at home. This helps to support consistency in children's learning and development.
- The childminder regularly reflects on her provision. She has formed strong professional links with other childminders in the area and uses this network to share good practice and ideas. The childminder regularly develops her professional knowledge. She attends webinars and training events to update her skills. For example, following recent training, the childminder has developed her curriculum intent to help to focus more precisely on early mathematics.
- Children demonstrate that they are resilient and motivated. For instance, they persevere and show determination as they chop apples and strawberries for their snack. Children keep trying hard as the childminder teaches them how to safely use a knife to cut their fruit. These skills help children to prepare for school and their move to other settings.

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:

- give children more time to explore and test out their own ideas
- strengthen skills in consistently supporting children's early language

development and communication skills.

Setting details

Unique reference number	EY241728
Local authority	Bracknell Forest
Inspection number	10335438
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	15 June 2018

Information about this early years setting

The childminder registered in 2000 and lives in Bracknell, Berkshire. Her provision operates from 7.30am to 4.35pm Monday to Friday, for most of the year. The childminder is eligible to provide free early education for two-, three- and four-year-old children. She holds a relevant level 2 early years qualification.

Information about this inspection

Inspector

Sarah Richards

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 and inspector discussed how the childminder organises her early years provision including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.

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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