

Childminder report

Inspection date: 7 August 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 and his co-childminder provide a welcoming and caring environment for children. The co-childminder leads the setting, and the childminder offers effective support to ensure they meet the needs of all children. Children are happy and settled. The childminder injects lots of fun for the children, and they smile and giggle as he pulls funny faces and jumps around. Parents also compliment his sense of humour and having fun with the children. This helps to build their confidence. Nonetheless, the childminder is aware that some children do not take to him so easily and he gives them the time and space they need to get to know him. The childminder offers children a range of activities and experiences both at home and out and about. These build on children's experiences at home and what interests them.

Children play well alongside each other, and the childminder supports them to cooperate and share. Children enjoy spending time in the outdoor space, playing with the see-saw and climbing the slide. The childminder offers the help they need to manage these safely and successfully. Children also benefit from local trips out, as well as those that are further afield. For instance, they visit Birdworld and Beale Park. This helps them to learn more about animals and the world around them. Children move confidently around the home, showing curiosity as they explore the resources and activities available. The childminder labels toy boxes with photos and the written word so children can make choices in their play and learning.

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

- The childminder understands the curriculum he offers to children. This has clear aims, which are play-based and designed to build on what children know and what they need to learn next. The childminder focuses on children developing the skills they need for their next stage in learning, such as school. This helps all children to make good progress and build knowledge and skills over time.
- The childminder plans some adult-led activities for children. For example, he provides creative activities for children to decorate pictures of trees with finger paint. The children enjoy being creative and practising their fine motor skills. However, on occasion, the childminder over-directs the children's play, telling them where to paint and put their fingerprints. This does not support them to express themselves fully, particularly during creative activities.
- The childminder knows the children well. He gathers information from parents when children first start, to understand their likes and dislikes. He also gathers information about what children know and can do. This enables him to build on children's current learning from the beginning and ensure they make good progress.
- The childminder supports children's care routines well. He makes things exciting

and fun for children, for example playing games as he washes their hands and faces after mealtimes. The childminder always ensures children know what is happening so they are not surprised or startled. This helps children to understand the daily routines and how they can care for themselves.

- The childminder provides a safe and secure environment for children. He supports them to learn to do things safely, such as managing steps and getting down from the sofa. However, sometimes the childminder moves children on to the next activity before they have been able to draw play to their own conclusion. This does not fully support their ability to engage and enjoy different activities.
- The childminder supports children to problem-solve. He provides basic tray puzzles for them to complete, such as those with numbers and animals. He carefully guides them to fit the shapes in the holes. He also talks to them about numbers and encourages them to count to five. This supports children's early mathematical knowledge.
- The childminder works in partnership with parents. He shares daily information via an online platform and verbally. This ensures parents receive feedback on their child's well-being and development, as well as information about their food intake. Parents praise how the childminder encourages children to use good manners and to be kind.

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:

- implement activities more effectively to enable children to fully extend their learning, particularly during creative play
- consider more closely how to allow children the time they need to engage in activities before moving their play on.

Setting details

Unique reference number	EY266873
Local authority	Bracknell Forest
Inspection number	10350847
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	13
Date of previous inspection	5 September 2018

Information about this early years setting

The childminder registered in 2003 and lives in Harmans Water, Bracknell, Berkshire. The childminder works with his wife, who is also a childminder, and occasionally with an assistant. He operates his service Monday to Friday, from 7.30am to 5.30pm, for most of the year. The setting provides funded early education for children aged two, three and four years old.

Information about this inspection

Inspector
Clare Perry

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 provider.
- The childminder showed the inspector the premises and discussed how he ensures they are safe and suitable.
- 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 views on the 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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