

Childminder report

Inspection date: 10 April 2025

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 settle in well and are happy and comfortable in the childminder's home. They quickly become busy in their play and demonstrate a sense of security and trust. Children confidently select the resources they want to play with. The childminder supports the children's emerging ability to share and take turns. She is a positive role model, patiently helping children to navigate vastly growing emotions by talking to them. Additionally, the childminder gives children consistent reassurance and comfort. For instance, when children are finding some emotions challenging, the childminder gives them cuddles and helps them regulate their feelings. This contributes to the good behaviours children display. The children's personal, social and emotional development is supported well.

Children delight in being outside in the fresh air. The childminder ensures that children are dressed appropriately for all weathers. For example, on sunny days, she gives children sun hats to wear and talks to them about why they must protect their heads. Children develop good physical skills as they push strollers around the garden, crouch down to play with cars and run around freely. They enjoy taking part in activities that require them to make connections between their thoughts and learning. For instance, children concentrate intently on a matching animal card game. With encouragement from the childminder, they work out which card pattern and body part they need to complete their selected animal. The childminder's ongoing praise and support help the children to become self-assured and to have positive attitudes towards learning.

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

- The childminder is reflective and seeks to continually improve the service she offers. She implements improvements effectively where needed. The childminder has a clear intention for her curriculum. She knows children well and has clearly identified where support is needed. She promotes individualised learning around children's interests through activities and her consistent interactions. In addition, the childminder encourages children to revisit skills to help them embed their knowledge and develop confidence. Children progress well across all areas.
- Children flourish in an environment with well-established and familiar routines. This helps them understand what is happening next, as they know what to expect. For instance, the childminder encourages them to tidy toys away after the play session. Children recognise that this means they are transitioning into the next aspect of their routine, such as outdoor play or mealtimes. The consistent routines help the children feel safe and secure.
- Children with special educational needs and/or disabilities (SEND) are supported well. The childminder incorporates special time to work on individualised plans to develop skills and learning. This helps children with SEND to improve their skills

and make progress alongside their friends.

- The childminder has identified a curriculum aim to promote children's independence and self-care skills. There are some well-established aspects to the routine, such as washing their hands before meals and after using the toilet. In addition, children develop confidence in skills, such as putting on their shoes and socks. However, in other aspects the childminder is inconsistent with the support she provides. For example, she wipes the noses of older children that can do this themselves. Additionally, she does not always teach children the importance of covering their mouth when sneezing and coughing to limit the spread of germs.
- The childminder makes good use of mealtimes to promote children's social skills and to extend their learning. She provides a variety of fresh fruit at snack time and talks to children about healthy eating. The childminder also builds on children's engagement and introduces new ideas. For example, as children cut bananas, she uses language such as 'quarter' and 'half' and encourages them to think about shape and size. Additionally, the childminder gives children a piece of orange and supports them as they squeeze it tightly to make fresh juice into their bowls. Children learn cause and effect while also strengthening their hand muscles.
- On the whole, the childminder recognises the benefits of strong parent partnerships. She provides parents with updates on the progress their children are making in their learning. However, she does not always link up with other settings children attend to deepen her knowledge of their development and experiences. This does not fully provide a consistent approach to learning. The childminder has developed positive relationships with the local authority and seeks guidance and support where needed.

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 opportunities for children to build on their independence and develop their self-care skills
- strengthen the links with other settings children attend to enable their interests and learning to be built on successfully.

Setting details

Unique reference number	EY319564
Local authority	Bracknell Forest
Inspection number	10395797
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	29 April 2024

Information about this early years setting

The childminder registered in 2005 and lives in Crowthorne, Berkshire. She operates for most of the year, from Monday to Friday. The childminder holds a relevant level 3 childcare qualification. The childminder provides government funded early years places.

Information about this inspection

Inspector

Kelley Ellis

Inspection activities

- The childminder and the inspector discussed how the childminder organises her provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder spoke to the inspector about how she supports children with SEND.
- Children spoke with the inspector during the inspection.
- 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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