

Childminder report

Inspection date: 29 April 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's warm and welcoming home. The childminder's nurturing approach is reflected in the confidence and contentment children demonstrate. For example, children explore their environment with curiosity and ease. They select books and enjoy favourite stories together. Children recall familiar words and phrases as they excitedly listen to 'The Gruffalo'.

The childminder follows children's interests to excite them in their learning. She monitors children's progress and knows where they are in their development. She plans activities to help children to develop the skills they need to learn next. For example, following a visit to the dentist, children delight in opportunities to explore pretend dentistry equipment. Children confidently use their developing language and vocabulary to express themselves as they talk about what happens at the dentist. The childminder models new vocabulary such as 'cavity' and 'plaque' to extend children's understanding of the importance of keeping their teeth clean.

All children learn how to make excellent friendships and manage their behaviour exceptionally well. They enjoy playing together and learn from each other. Children are highly motivated and eager to join in the wide range of activities. They show real empathy towards their peers, and they share and cooperate extremely well with others. They demonstrate extremely positive attitudes to learning and play. The childminder supports children to express their emotions effectively and sensitively, for instance, through the use of the 'colour monster' book and discussions. Children's behaviour and attitudes are an outstanding aspect.

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

- The childminder has a good understanding of children's knowledge and skills. She supports children in becoming independent and broadens their experiences. She promotes understanding and respect for people and communities beyond their own. The childminder takes children to local groups, parks and woodlands. During these trips, children socialise with other children and adults. This supports their confidence and resilience to many different situations. All children, including those in receipt of additional funding and those in need of specific support, make good progress, ready for future learning.
- The childminder provides a language-rich environment. She models language effectively and takes time to enhance children's communication. The childminder skilfully encourages the love of books and teaches children how to use new words in context. Older children are confident communicators. For example, they talk clearly, listen intently and respond with relevant well-thought-out responses. All children, including those who speak English as an additional language, understand and express what they need and want.

- Children enthusiastically join in with the wide range of activities. There are many opportunities for children to make further choices from a range of resources that is available. They become immersed in their learning as the childminder knows what captures their curiosity. She introduces mathematical language and concepts to children's play, such as through counting and conversations about number, colours and shapes.
- The childminder teaches children about the importance of living healthy lifestyles. Children benefit from many outdoor learning experiences. Hygiene routines are fully understood by the children, such as washing their hands before mealtimes. Children enjoy a range of freshly prepared healthy meals and snacks. The childminder works with parents to ensure that children are offered a variety of foods, so they can try new textures. Children develop good independence skills. They confidently cut their own fruit and delight in wiping their faces with flannels after lunch. They giggle as they look in the mirror at their faces.
- Partnerships with parents are effective. Parents comment that they are 'so thrilled with the childminder and the opportunities that she gives the children, such as farm outings and socialising with others'. Another parent says, 'The childminder creates a fun, safe and nurturing environment, where children flourish and greatly benefit from the preparations of starting school.' The childminder keeps parents up to date about what their children are learning and any areas that they may require support to enable them to achieve their best outcomes.
- The childminder demonstrates positive commitment to the continued development of her childminding practice. She reflects and identifies what she does well and the areas she can develop to enhance children's experiences. Although the childminder has mainly completed mandatory training, she does not focus on a wider variety of professional development to help enhance her knowledge and skills and sharpen the quality of education even further.

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:

- identify a wider range of curriculum training that has specific focus on the areas of learning that need to be strengthened, in order to sharpen the quality of education even further.

Setting details

Unique reference number	EY319564
Local authority	Bracknell Forest
Inspection number	10339755
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	15 January 2020

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 provides funded early education for two-, three- and four-year-old children. She holds a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- The childminder took the inspector on a tour of all areas of the premises to understand how the early years provision and the curriculum are organised.
- A joint focus activity observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including evidence of paediatric first-aid training.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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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