

Childminder report

Inspection date:

19 November 2021

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are highly confident in their environment and explain to visitors that they love spending time in the childminder's home. They are captivated by the inspirational resources and learning experiences available for them to choose. They illustrate this as they show determination and keep trying until they succeed in transporting objects with different tools, such as tweezers. Young children's behaviour is exemplary. They enjoy playing together imaginatively and create different scenes, such as a café, as part of role play. Children take food orders, pretend to cook the food in their kitchen and enthusiastically serve the childminder her pizza and cup of tea.

The childminder has high expectations for every child. She provides exceptional support for children's language development. Children confidently express themselves, join in with singing sessions and use props to bring songs to life. Babies actively engage in the session. They gently move backwards and forwards as their older peers demonstrate their wonderful singing voices. Children show excellent independence skills for their young age. For example, they find their own plates at snack time and show high levels of determination as they peel and cut their own fruit. Children are very inquisitive and describe how the juice of an orange feels as it runs through their fingers. They use further descriptive language and discuss the different sounds they make as they bite into their apple. Through highly effective interactions with the childminder, children make outstanding progress.

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

- The childminder uses precise and meticulous methods to accurately evaluate what children can and cannot yet do. She provides a rich curriculum, both in and away from the setting. For example, children engage in exciting den-building activities and explore nature as they walk through local woods. They learn about the wider world and discover how boats move through locks during outings to the river. The childminder seizes opportunities such as these to teach children about their own personal safety. For instance, children learn to cross roads safely and how to stay safe around water.
- Children demonstrate high levels of enjoyment and engagement as they take part in their play. Babies are highly inquisitive and focus intently. They illustrate this as they show determination and keep trying until they successfully make marks on paper. Older children show kindness and compassion and invite their younger peers into their play. They manage their emotions and demonstrate high levels of patience when babies accidentally knock their carefully built construction over. The childminder is an excellent role model. She uses positive praise and reinforcement to help children manage their feelings and learn

acceptable behaviour.

- The childminder is highly skilled at supporting children's communication and language development. For example, she reads stories to the children expressively and engages them fully. Young children are curious and are confident to ask questions. They illustrate this as they think about and discuss why hedgehogs have spikes. Children's vocabulary and understanding rapidly expand as they look at books and find answers to their questions.
- The childminder promotes children's healthy development exceptionally well. For example, children help to prepare their own snacks and sandwiches. They learn how different foods have different nutritional benefits for their bodies and discuss how fruit, such as oranges, contains vitamin C. The childminder works exceptionally well with parents to ensure children are provided with a well balanced diet every day.
- Parents are highly complimentary about the advice and support they receive, including during the COVID-19 pandemic lockdowns. For instance, the childminder sent children letters and shared stories and puppet shows, such as through digital media. The excellent engagement with parents means that information is shared to help support children's learning in the setting and at home. Parents say they are extremely pleased with the progress their children make. They say the childminder opens up their children's eyes to the world around them.
- The childminder is highly reflective and constantly evaluates her practice. She carries out extensive research and training to update and develop her already excellent teaching. The childminder's continuous professional development is at the core of her practice. For example, the recent training on nutrition has significantly enhanced the learning experiences she provides to promote children's understanding of oral hygiene. The childminder has established excellent links with other professionals to help provide continuity in children's care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her role and responsibilities to keep children safe and is fully aware of safeguarding procedures. She has an in-depth knowledge of the signs and symptoms of abuse, including radical and extreme views or behaviours. The childminder is confident and knows what to do if she has a concern about a child. She ensures that safeguarding updates are integral to her practice and completes up-to-date safeguarding training. The childminder's home is fully secure. She completes thorough daily risk assessments to minimise any hazards to children. For example, she keeps a variety of pets in the indoor and outdoor areas of her home and ensures all these areas are consistently kept clean and hygienic.

Setting details

Unique reference number	EY334939
Local authority	Bracknell Forest
Inspection number	10136469
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	0 to 12
Total number of places	6
Number of children on roll	18
Date of previous inspection	12 August 2015

Information about this early years setting

The childminder registered in 2006. She lives in Binfield, Bracknell, Berkshire. The childminder's provision operates from Monday to Friday, from 7.30am to 6pm, for most of the year. The childminder holds a level 3 childcare qualification. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Jane Franks

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 her evaluation of the childminder.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. The childminder and the inspector reflected together on children's learning during activities.
- The inspector spoke to some children during the inspection, and took account of the views of parents provided in writing and on the telephone.
- The childminder and inspector held discussions at appropriate times and reviewed some relevant documentation together.
- The childminder and the inspector carried out a learning walk together. The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting, plans activities for children and keeps them safe.

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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