

Childminder report

Inspection date: 25 April 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder promotes children's happiness and confidence in her home-from-home environment. She has close and comforting relationships with every child. For instance, the childminder recognises when less confident children need reassurance. She gently encourages them to play and after a little while, they happily join in with their friends. The close bond children have with the childminder helps them to build their confidence and social skills.

Children have bright imaginations and joyfully explore the world around them. The childminder's enthusiastic attitude inspires children to find awe and wonder in every experience. For example, children excitedly run to others to tell them they found a spider. They are eager to learn and quickly grab the magnifying glasses to inspect what they see. Children have a love of learning and get excited to try new things.

The childminder offers fun and exciting ways for children to understand behaviour rules. For instance, children delight in telling visitors about the 'buzzer' that shows them how long they need wash their hands. From a young age, children happily take turns, help each other and play together nicely. The atmosphere is calm, and children learn well in this nurturing environment.

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

- The childminder plans her curriculum to teach children to be 'confident, outgoing and determined'. She continually asks the children to remember previous learning. For instance, as children confidently rush to welcome visitors, the childminder asks them to show them where to put their coats and shoes. Children cheerfully help visitors to follow their routine. In addition, the childminder provides lots of opportunities for children to try hard and practise new skills. For example, she supports children as they concentrate with determination to cut fruit for snack time. However, at times, the childminder does not fully support children to follow their own ideas in their play, such as making choices about what they want to do, to encourage greater independence in learning.
- The childminder develops children's early literacy skills well, and children have a love of books. She shares familiar stories with them and uses props alongside reading to help children engage with the story. Older children enjoy repeating phrases they know and counting the fruits. This helps older children to recall their favourite stories. Although older children engage well, the childminder does not always identify when younger children struggle with the more complex activities. This does not support younger children's learning effectively during some planned activities.

- The childminder's language-rich environment offers plenty of opportunities for children to listen to and learn new vocabulary. Back-and-forth conversations flow seamlessly. Children happily babble, mimic and repeat the words they hear. For example, children cheerfully repeat the word 'cylinder' when the childminder introduces the word in play. This helps children gain a wide vocabulary, and they use this to tell others what they know and can do.
- The childminder recognises the importance of children's physical development. She takes the children on daily walks and outings, such as to the park and playgroups. Children are confident and move in a variety of ways. For example, they giggle with glee as they roll on the floor and enjoy throwing balls in the garden. Children have good physical skills, which they need to explore different ways of moving.
- The childminder partakes in frequent training to renew and refresh her skills. This allows her time and space to improve her teaching. For instance, recent training around maths has inspired the childminder to provide children with different ways to recognise colours. The childminder's focus on continual professional development helps her to support children's learning even further.
- The childminder has positive relationships with parents, who say she is 'fun, caring and always has the children's best interest at heart'. Parents appreciate the daily feedback and the support the childminder gives them to help with home learning. For example, the childminder supports children with English as an additional language by working with parents on key words for them to repeat and recognise. This helps children to reach their next steps in learning.

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:

- strengthen support for children to become more independent in their learning
- focus more intently on the identified learning intentions for younger children during planned activities to fully support their progress.

Setting details

Unique reference number	EY355253
Local authority	Bracknell Forest
Inspection number	10260161
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	6
Date of previous inspection	15 June 2018

Information about this early years setting

The childminder registered in 2007 and lives in Bracknell, Berkshire. She operates all year round, from 8am to 5.30pm, Monday to Friday, excluding bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mandy Cooper

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 the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of 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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