

Childminder report

Inspection date: 4 November 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 creates a welcoming and homely environment where children are happy, safe and confident learners. The childminder develops children's learning by using her thorough knowledge of their personalities and preferences. For example, she recognises that one of the ways to promote children's social skills is to take them on regular outings, such as parks and playgroups where they meet people from different walks of life.

The childminder carefully plans activities that match children's interests and help them to expand their knowledge. For instance, children show a fascination for turtles and love to make little play dough models of these. Children search avidly for turtles in a pond at a park where they live. They know turtles swim in the water. Turtles have become a passion for all children at this setting based on the childminder's continued commitment to teaching them new facts.

Developing children's self-care needs is a key strength. Routines are centred around children persevering and mastering skills, such as putting on their socks and shoes before going out into the garden. The childminder encourages children to recognise the importance of good oral hygiene and how to brush their teeth. She supports children to follow acceptable behaviours. She praises children's efforts, particularly when they show moments of sharing and considering other people's feelings during play.

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

- The childminder has a good knowledge of how young children learn and develop. She establishes children's starting points and completes ongoing assessments of their progress, including the checks conducted between two- and three-years-old. This information helps the childminder identify any emerging gaps in children's development, which she then shares with parents. The childminder is quick to seek advice from external professionals and uses this to provide targeted support to meet children's needs effectively.
- The childminder is proactive in evaluating the provision she offers. She is highly committed to continual improvement and welcomes new ideas to expand her existing knowledge. The childminder's practice reflects the new strategies learnt, which in turn benefits children's outcomes. This is especially the case with children's improving communication and language skills.
- Parents are highly complimentary about the childminder and the service she provides. They are very impressed with the range of outings children go on, which has had a positive impact on children's confidence and growing vocabulary. Parents receive regular updates about their children's busy day. They use many of the childminder's ideas to extend children's learning at home. This

helps parents feel more involved.

- The childminder interacts extremely positively with children, helping to make their learning fun. She nurtures their natural curiosity as she readily joins them as they explore. However, at times, the childminder is overly supportive, asks too many questions or provides continuous commentary. On these occasions, it makes it difficult for children to express themselves freely, particularly during adult-led activities. This approach does affect children's full engagement in learning.
- The childminder is gentle and calm when supporting children to develop their social skills. Children of all ages generally play well together. However, when minor squabbles arise, the childminder sometimes intervenes too quickly. This does not allow children the opportunity to practise any behavioural strategies learnt or consider ways to deal with minor conflicts cooperatively by themselves.
- Children's communication and language development is strongly promoted. The childminder skilfully introduces children to new vocabulary by repeating words and phrases and encouraging children's appropriate use. Children are inquisitive learners and show an increased ability to ask questions to find out more. This is welcomed by the childminder, who responds clearly based on each child's level of understanding. In this way, children experience interesting back-and-forth conversations.
- Children benefit greatly from plenty of opportunities to practise their physical skills. They move in a range of ways around the childminder's home and garden. For example, children kick footballs and manoeuvre their ride-on cars with competence and control. In addition, children's hand muscles are strengthened through activities, such as manipulating play dough to help prepare them for early writing tasks. Children make controlled marks with chalks on the garden paving slabs showing good hand-and-eye coordination. This helps prepare children for future 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:

- review interactions with children to enable them to continue their play without interruption and remain fully focused and engaged in learning
- extend the support for children to learn to negotiate and play cooperatively by themselves.

Setting details

Unique reference number	EY371033
Local authority	Bracknell Forest
Inspection number	10368031
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	2 to 3
Total number of places	3
Number of children on roll	6
Date of previous inspection	6 March 2019

Information about this early years setting

The childminder registered in 2008. She lives in Warfield, in Bracknell, Berkshire. The childminder operates her service Monday to Thursday, from 8am to 3.30pm, term time only. The childminder is eligible to receive funding to provide free early years education for children from nine months to four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their 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 inspector and the childminder carried out a joint observation of a group activity.
- 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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