

Childminder report

Inspection date:

22 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children form close bonds and are well cared for by this nurturing and welcoming childminder. They are comfortable and happy in her home-from-home environment. Children are polite and show good manners. They sit closely with the childminder when they are reading books together. Children confidently refer to the childminder by her first name. They are very happy to approach her, such as when they need to use the toilet.

Children are fully engaged in play. They are forming good relationships with each other. They play happily together, are very well behaved and know to share and take turns. Children have access to an inside and outside space. The time outside is further extended by daily walks in the local forest.

The childminder offers a variety of resources and activities to support the children's interests, including an insect treasure hunt. The childminder develops the activity further to encourage children's speaking and fine motor skills. Children are clearly making good progress. The childminder focuses on communication and language skills due to the impact of the COVID-19 pandemic. This helps children to make strong improvements in this area of their development. Children have many opportunities to talk, such as answering questions about an activity.

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

- The childminder's experience is evident as she interacts with the children in her care. She sits alongside children while they are fully engaged in play and gets involved with activities. Children hear new words as the childminder talks to them about what they are doing. This helps to promote young children's language skills.
- The childminder is confident in her knowledge of the curriculum and its intent. She successfully takes opportunities to extend learning to support other areas of development. The childminder successfully identifies gaps in children's learning and ensures that activities and resources are offered to fill these gaps. For instance, when the childminder found that the COVID-19 pandemic had an impact on children's speech and language, she extended activities such as reading books and asking questions. This helps to ensure positive learning outcomes for children.
- Children are given the opportunity to socialise with other children outside the provision. For example, they meet up with another childminder and the children in her care. This allows children to interact with other children of a similar age, in preparation for school readiness.
- The childminder provides ample opportunities for children to explore outside. Children have the opportunity to take daily walks in the forest. During this time,

they explore insects, animals and nature. The childminder extends this learning by offering relevant activities and books. This includes an activity to find and identify insects and reading the book 'Superworm'. Children are able to explore the world around them and expand their literacy skills.

- Children are well behaved and respect their environment. They listen to instructions and are happy to approach the childminder if they wish. The childminder is an excellent role model for the children in her care. Children form good relationships and are kind to each other. For example, they share toy farm animals while playing.
- The childminder encourages children's personal care routines. Children are confident to ask the childminder to use the toilet. They are aware of where facilities are located and are happy to take themselves. This encourages children's independence and self-esteem.
- The childminder works closely with parents and provides regular feedback regarding their child's progress. She seeks parents' views on her provision and parents comment positively about the childminder. Parents believe that the childminder offers a warm, safe and caring environment for children. They comment on the positive progress their children have made since the COVID-19 pandemic. This includes improved social skills and behaviour.
- The childminder keeps required training up to date, such as paediatric first aid. However, she has not established a targeted programme for her professional development, to help raise her knowledge and teaching skills to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the provision is secure for children. She teaches children how to keep themselves safe, for instance by putting a lock on the garden gate. The childminder has a clear understanding of safeguarding processes. She knows who to contact if there is a concern about a child or a parent's behaviour. The childminder knows the procedure to follow if an allegation is made against an adult. She is confident in recognising signs of radicalisation in a child.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- focus professional development more precisely on gaining further skills and knowledge to enhance the support for children's learning.

Setting details

Unique reference number	EY390336
Local authority	Bracknell Forest
Inspection number	10228487
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 5
Total number of places	5
Number of children on roll	8
Date of previous inspection	22 November 2016

Information about this early years setting

The childminder registered in 2009 and lives in Birch Hill, in Bracknell, Berkshire. She operates for most of the year from 7am to 5.30pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynne Murray

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector spoke with the childminder about her management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- 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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