

Childminder report

Inspection date: 22 May 2024

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

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this safe, homely, welcoming and exceptionally well-organised setting. Children are happy and feel safe and secure in the setting. They readily turn to the childminder for cuddles. Children benefit greatly from the high-quality learning opportunities the childminder offers through her ambitious and well-planned curriculum. Children are confident and enthusiastic about their learning. They develop exceptional levels of confidence, and the childminder enables them to become active, inquisitive learners. She gently encourages them when they initially struggle to complete new tasks, or more challenging activities. Children communicate exceptionally well at a young age. The childminder skilfully models new vocabulary and excellent sentence structure. Children quickly learn new words, such as 'half', 'hay' and 'quarter', and readily use them in their play. Children's behaviour is exemplary. They show kindness and support to their peers as they are taught the importance of sharing and taking turns through play. This helps children to share toys keenly and regulate their feelings.

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

- Children immerse themselves in adult-led activities. They show high levels of curiosity in their learning. For instance, children explore the threading activity. This leads to lots of conversations. The childminder introduces new words to promote children's communication and language. For instance, she introduces the word 'circumference' to describe how they measure round their head. This helps children build a wide range of vocabulary.
- The childminder offers a great opportunity for children to develop a sense of belonging by showing their photos in the playroom. Children can look at pictures of themselves and their families and friends throughout the day and talk about their experiences with their friends.
- Children develop a deep appreciation for books. They thoroughly enjoy spending time listening to stories. The childminder is excellent at supporting children to join in. For example, she pauses to give children the opportunity to recall what happens next. Children are highly engaged as they match the pictures in the story to the correct words.
- The childminder knows the children extremely well and uses assessments to identify their next steps for learning. These are addressed swiftly. Children have the support and experiences they need to achieve them. For example, children who need to develop their fine motor control have ample opportunities to practise this during play activities such as threading, pulling, cutting and pouring. This helps, all children make rapid progress.
- The childminder's incredibly high level of personal ambition and pursuit of excellence is inspirational. She constantly reflects on her practice and actively seeks training that will help her to improve outcomes for children.

- Partnership with parents is strong and extremely effective. Without exception, parents speak extremely highly of the childminder. They say that children enjoy going to her home. Parents value the information that the childminder shares about their children's learning and development. This enables them to further support their children's learning at home. Parents feel very well supported.
- The childminder is exceptionally patient and allows children time to have a go at tasks before initiating further support. For example, when children engage in a threading activity, the childminder verbally supports them with instruction on how to thread the string into a narrow hole. She gives children ample time and encourages them to keep going, allowing children to consistently keep on trying hard until they successfully complete the activity.
- The childminder develops an excellent daily routine to meet children's individual needs. For example, she carefully adapts the schedule of activities around the children's sleep patterns, feelings and interests. This helps children display extremely high levels of self-confidence as they transition through the daily routine with ease.
- The childminder makes use of superb questioning when teaching. For example, when reading 'We're Going on a Bear Hunt', she asks appropriately challenging questions, allowing children to explain their understanding and teaching new concepts. This supports children to develop their thinking skills.
- The childminder is exceptionally knowledgeable about the warning signs and symptoms that can point to a child who is at risk. She is well informed about the steps to take if she has worries about a child's welfare. The childminder is up to date with first-aid and safeguarding training.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY395458
Local authority	Bracknell Forest
Inspection number	10335553
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	20 June 2018

Information about this early years setting

The childminder registered in 2009 and lives in Binfield, Berkshire. She cares for children from Monday to Thursday between 8am and 6pm, for most of the year. The childminder offers early funded education for children aged two, three and four years of age.

Information about this inspection

Inspector

Claire Boparai

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are 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.
- Children spoke to/communicated with the inspector during the inspection.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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