

Childminder report

Inspection date: 17 June 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are happy and safe in the childminder's warm and friendly environment. The childminder works closely with his co-childminder and, together, they offer a secure and trusting home-from-home setting. Children clearly enjoy being in the childminder's company and develop strong relationships with him. This is evident from the children's cheerful, chatty and relaxed behaviour.

The childminder provides an ambitious curriculum. He understands what children need to learn and provides an exciting range of activities to support and extend development. For example, children eagerly listen to a familiar story, 'We're going on a bear hunt'. The childminder introduces props and sensory materials for children to explore their senses, while predicting what happens next. Children listen with anticipation and excitedly recall the story. Furthermore, the childminder extends and builds on children's vocabulary by questioning what 'gloomy' and 'oozy' means. This helps develop children's listening, speaking and language skills.

The childminder is a positive role model. He has high expectations for children's behaviour and supports them to manage their own feelings. Young children learn to share, take turns and play cooperatively. Children behave well and demonstrate good attitudes towards learning. They show respect and care for one another. The childminder clearly explains to children how their actions may impact on others and gives them consistent praise and positive reinforcement. This supports their emotional well-being.

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

- The childminder demonstrates high expectations and is clear in his intentions for all children's learning. He gathers starting points from parents and further develops children's knowledge from his well-planned and sequenced curriculum. He knows the children well and uses their interests to engage them in activities that extend their learning and development. As a result, children are engaged and motivated to learn.
- The childminder supports children's language development well and places good emphasis on their personal, social and emotional development. He skilfully narrates as children play and models language well. Children are given support to build on their good relationships with their peers. They have time to develop their own thoughts, and this helps them to feel valued and respected. Children's speaking skills are developing very well.
- The childminder encourages all children to develop their self-help skills. He encourages children to try to do things for themselves and is very genuine in the praise he gives for their achievements. At mealtimes, children know to wash their hands before eating and are encouraged to cut the fruit and pour their own

drinks. Children are encouraged to use their voices and communication during times of minor frustrations. This helps to develop children's self-esteem and inspires them to become more independent learners and confident communicators.

- The childminder develops children's understanding of the world and teaches them to keep themselves safe in the home and when out and about in the local community. For example, he teaches children to cross the road safely. Children enjoy outings to various woodland areas and visits to local places of interest to help them learn about the community they live in. Children show an eagerness to learn new facts and increase their knowledge. Children are keen learners, who learn a wide range of complex words and topics.
- Healthy lifestyles are promoted well. Children relish their time spent outdoors in the fresh air and in all weathers. They are keen to demonstrate their physical skills. For example, as they repeatedly negotiate the slide and confidently climb large and small play equipment. The childminder and the co-childminder provide healthy snacks and meals throughout the day. They understand the importance of following the children's routines. Children sleep safely and are regularly monitored.
- The childminder builds positive relationships with parents. He talks knowledgeably about where children are in their unique learning journey and the good progress they have made since starting. He regularly shares information with parents about their child's development. Parents' written comments express that they value the regular updates and report how much their children learn in a stimulating environment.
- The childminder is committed to his professional development. He attends mandatory training, such as safeguarding and paediatric first aid. Additionally, he sources wider training courses and works closely with his co-childminder, where they can share ideas. However, the childminder has not fully considered ways to review and monitor knowledge, ongoing performance and professional development to target further improvements.

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 the procedures for monitoring practice to identify and target teaching and training needs.

Setting details

Unique reference number	EY449269
Local authority	Bracknell Forest
Inspection number	10339370
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	6
Number of children on roll	7
Date of previous inspection	12 July 2018

Information about this early years setting

The childminder registered in 2012. He lives in Bracknell, Berkshire. He works with his wife, who is also a registered childminder. They operate all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and planned family holidays.

Information about this inspection

Inspector

Anneliese Fox-Jones

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 this into account in their evaluation of the setting.
- The inspector completed a tour of all areas of the premises to understand how the early years provision and the curriculum are organised.
- A joint focus activity observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder, his co-childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including evidence of paediatric first-aid training.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024