

Childminder report

Inspection date: 17 July 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

Children access a calm and caring child-orientated environment. Children are happy and settled. The childminder supports them well when they are concerned or upset, offering explanations and comfort. The provision is fully inclusive. Children are at the centre of the care and experiences offered. They develop trusting and caring relationships with the childminder and their peers, this helps them to feel valued and safe.

The childminder is very lively and energetic and uses this well to excite children and gain their interest. Music and being active are a key part of what the childminder offers to children. She sings with them throughout the day and also uses music and favourite songs to calm children effectively. They spend time outside and in the local community each day. Children show delight in exploring the world around them, for example searching for minibeasts and finding ants and worms in the garden.

Children behave extremely well and the childminder supports them to negotiate resources or provides distractions when they all want the same toy. Children of different ages, collaborate and play well alongside each other, such as using the see-saw with the childminder's support.

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

- The childminder has developed a simple curriculum for children. She recognises all children are unique and knows them well. Her key aims are to build children's confidence, independence and for them to learn about making healthy choices and living healthy lifestyles. The childminder threads through early mathematics skills or knowledge about the world when children are ready to start learning these. All activities are carefully thought through and resourced well. They have a clear learning intention specific to the children in the childminder's care. She bases her intentions on the things the children like and those that the childminder knows are effective in supporting development. This helps to ignite children's interest and engagement in the activities on offer.
- The childminder provides daily exercise and dancing sessions for children. This gives them the opportunity to develop their core muscles and strength. Children participate enthusiastically in the sessions. Younger children have the opportunity to practise their developing physical skills, such as pulling themselves across the floor and moving from sitting to laying down. Older children navigate the outdoor and indoor space confidently.
- The childminder supports children's developing communication skills through books, stories, singing and rhymes. Also, through engaging them in two-way conversations, even for those children who are only babbling. Children enjoy

singing and musical instruments and join in with familiar words and actions. The childminder demonstrates the actions and encourages children to participate. Children also begin to develop a love of books as they share regular familiar stories, which the childminder brings to life with props.

- The childminder is very reflective and has self-assessed her own practice and provision and is always looking to make improvements. She makes the most of professional development opportunities to ensure she can provide the best possible care to children. However, she does not always give children clear explanations of what is happening next or the purpose of activities to ensure they fully understand her expectations. Nonetheless, children follow instructions, listen carefully and enjoy the activities the childminder provides.
- Partnerships with parents are effective. The childminder gathers as much information about children from parents before they start. This enables her to get to know the children and families well and build trusting relationships. The childminder shares information with parents daily so they know all about their children's day and well-being, and any learning achievements. Parents comment they are very happy with the care provided by the childminder and her caring and patient nature. They state that their children have made a lot of progress since being with the childminder and she supports their learning and development well.
- The childminder provides a safe and secure environment for children and helps them to understand how to do things safely. Children learn to navigate any potential hazards with the childminder's support, such as low steps in the garden. Safeguarding is given high regard in the setting. The childminder has recently updated her training to ensure she keeps herself up to date and can safeguard children effectively.

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:

- provide clearer explanations to children about routines and what they will be doing and learning, to help focus teaching more precisely on their ongoing learning.

Setting details

Unique reference number	EY455757
Local authority	Bracknell Forest
Inspection number	10347050
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	5
Number of children on roll	4
Date of previous inspection	22 August 2018

Information about this early years setting

The childminder registered in 2014 and lives in Bracknell, Berkshire. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She is in receipt of funding for the provision of free early education for children aged two, three and four years. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector
Clare Perry

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- 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 written 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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