

Childminder report

Inspection date: 12 May 2022

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 feel safe and happy in the childminder's homely environment. They form close bonds with the childminder and regularly go to her for affection and reassurance. The childminder has high expectations for children's behaviour. Children understand rules such as sharing and eating at the table. They behave very well and form strong friendships with one another. Children demonstrate a good understanding of personal hygiene skills. They independently wash their hands as they enter each day and before mealtimes. Children explain how much fun they have at the childminder's house and how much they look forward to seeing their friends.

The childminder makes sure she plans activities around children's interests. For example, following a recent interest in hospitals, she plans a fun imaginary play opportunity. Children learn what an x-ray is and role play with real plasters and bandages. They write appointment notes for their patients. This supports them to develop an understanding of the world and develop the small muscles in their hands. Children develop their communication skills while they recall family trips to the hospital. They learn how a nurse listens to someone's heart and why people use wheelchairs.

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

- A strength of the setting is the rich community opportunities the childminder provides. Children enjoy regular trips to feed the ducks, visit the childminder's horses and attend playgroups. They make friendships with other children they meet, and get lots of exercise at the playground.
- The childminder plans lots of fun activities in tuff trays. She joined a group to extend her knowledge about planning tuff tray activities which support children's learning. For example, children love painting with ice people and seeing how to mix and make different colours. They explore how ice melts and feel different textures.
- Children learn to count and recognise shapes during their play. However, the childminder does not consistently consider how she can provide further challenge for children who learn quickly. This means more complex mathematical concepts and vocabulary are not routinely introduced to the most-able children to extend their learning to the highest levels.
- The childminder forms secure partnerships with parents. They speak highly of how she builds their children's confidence, while offering a safe and fun environment for children to play in. Parents give examples of how they work in partnership to achieve goals. For example, they work together to help children learn the names of two-dimensional shapes.
- The childminder teaches children about people and communities effectively.

They learn about festivals such as Diwali and Chinese New Year. Children consider the different foods eaten at these times and enjoy creative activities linked to the festivals. They discuss differences in the colour of their eyes and how some people may be born with physical disabilities. Children meet a wide variety of people during their many trips out into the local community.

- The childminder reads guidance about the recent changes in early years foundation stage legislation. However, she reflects that she would benefit from developing her knowledge even further. This would support her when planning a rich curriculum for children in all aspects of the seven areas of learning. The childminder evaluates her activities each week. She extends popular activities, considering what goes well and what she needs to adapt for children.
- The childminder is a good communicator. She gives children plenty of time to share their views and answer questions. The childminder provides resources which teach children that print carries meaning. There are books available for children to self-select whenever they choose. They enjoy story times and singing nursery rhymes, which supports them to develop their early literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of how to report concerns about children's welfare. She describes a wide range of indicators that could suggest children are at risk of harm. The childminder assesses her environment every day to make sure it is safe for children to play in. She records attendance meticulously and keeps in regular contact with parents about their children's welfare. The childminder teaches children to stay safe during park trips and beside the pond while feeding ducks. She refreshes her safeguarding knowledge regularly, through training and reading updates online from a variety of sources.

What does the setting need to do to improve?

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

- maximise opportunities to further challenge the most-able children with their early literacy and mathematical skills
- source professional development opportunities to embed a deep understanding of the new curriculum, and to strengthen knowledge about planning for children's future learning.

Setting details

Unique reference number	EY458617
Local authority	Bracknell Forest
Inspection number	10228778
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	30 November 2016

Information about this early years setting

The childminder registered in 2013. She lives in Bracknell, Berkshire. The childminder operates Monday to Thursday 8.30am to 4.30pm throughout the year, with the exception of family holidays and bank holidays. She receives funding for the provision of free early education to children aged three and four years.

Information about this inspection

Inspector

Charlotte Foster

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector assessed the childminder's understanding of how to keep children safe.
- The childminder and the inspector evaluated a planned activity together.

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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