

Childminder report

Inspection date:

20 October 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are confident and happy in the childminder's home. The childminder and her assistants support children to be independent in a variety of ways. Consequently, children can wash their own hands, put on their coats and balance on beams by themselves. They gain some of the skills they will need for their next stage in development.

At times, the atmosphere at the childminder's is very busy and children's learning is frequently interrupted. For example, some children enjoy their morning dance with friends but those who are trying to build with blocks become distracted. This has an impact on how well they develop new skills. Despite this, children enjoy the wide variety of toys the childminder offers.

The childminder has high expectations for children's behaviour and consistently reminds them of these. For example, she reminds young children to be 'kind and gentle' as they cuddle one another. Older children help to tidy up and follow the assistants' instructions when they ask them to sit in space for story time. Children are beginning to learn how their behaviour impacts others. However, younger children do not always have enough support to manage their feelings and develop resilience during daily routines.

Children's communication and language skills are strong. They happily play with friends from an early age. For example, babies giggle with excitement as they say 'raa' and 'boo' as they play peekaboo in a den. Children gain social skills that support them in their future learning.

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

- The childminder does not ensure that she can continue to meet children's needs effectively when she exceeds the usual adult-to-child ratios. The childminder and her assistants are extremely busy trying to meet the needs of so many children of different ages and stages. At times, babies sit for lengthy periods with little interaction, for instance when they wait for others at snack time. The noisy environment also has an impact on opportunities for children to focus on their learning and develop their concentration. This affects how quickly they make progress. Despite this, children are happy and content in the childminder's home.
- The childminder recognises the importance of supporting babies' individual needs within her curriculum. For example, she offers a separate story time for them in another quiet room so that they can explore by themselves. However, babies do not consistently have access to a full range of activities that are age appropriate. For example, older children enjoy an obstacle course in the garden

while babies have no similar opportunities for their age. This does not support them to make the progress they are capable of in their learning. Nonetheless, they do enjoy the older children's company and they regularly share cuddles.

- The childminder's structured routine has set times for the activities in the day. This helps older children to understand what is happening next. For example, they giggle and laugh as they listen to a song to tidy up the toys. At times, the childminder does not prepare the youngest children for these transitions of the day, and they become upset. This negatively impacts younger children's emotional well-being.
- Children enjoy and respond enthusiastically to their favourite stories and songs. For example, older children eagerly join in with the actions as they read the 'We are going on a bear hunt' story with the assistants. The assistants read with passion and children enjoy joining in with familiar phrases they know. Children have a strong foundation in their early literacy skills.
- Older children have positive attitudes towards play and learning. They are highly motivated and eager to join in. For example, they jump with excitement when trying to master an obstacle course. The assistants skilfully support children to manage risky challenges and ask them if they feel they are safe or if they would like help to jump. Older children are learning resilience and to keep trying at things they find hard.
- The childminder has effective strategies for communicating with parents. Parents appreciate the daily verbal feedback and regular updates on online applications they receive about their children's learning and development. They know their children's next steps for development and know how to support home learning. Parents say it is easy to share information with the friendly and approachable childminder and assistants. For example, the assistants offer emotional support to children when their home life changes. This supports children to understand what makes them unique and offers them continuity of care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants attend training and carry out regular research to keep their knowledge up to date. For example, they review the National Society for the Prevention of Cruelty to Children website and look at childminding networks online. The childminder and assistants know how to spot signs and symptoms that may cause concern about a child's welfare. For example, they know to report it if they have concerns that a child or their family may be at risk of radicalisation. The childminder undertakes thorough risk assessments for all outings. For example, children wear brightly coloured clothing with the childminder's name and number on it. This minimises the risk to children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that the individual needs of all children are met when making exceptions to the usual ratios	10/11/2022
improve planning to ensure the curriculum is appropriate for all children's learning needs.	10/11/2022

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

- improve routines to minimise children's waiting time and promote focus on learning
- implement strategies to support younger children with transitions in the day to further support their well-being
- offer regular opportunities for all children to have access to quiet areas when they need this.

Setting details

Unique reference number	EY459976
Local authority	Bracknell Forest
Inspection number	10228793
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 10
Total number of places	24
Number of children on roll	16
Date of previous inspection	7 February 2017

Information about this early years setting

The childminder registered in 2013. She lives in Crowthorne, Berkshire. The childminder provides care Monday to Friday, 7.30am to 6pm, throughout most of the year. She employs three assistants and works with two at a time. Two assistants have a relevant qualification at level 3. She is in receipt of funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mandy Cooper

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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.

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 2022