

Childminder report

Inspection date: 23 August 2023

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

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and independent in this childminder's welcoming home. They form positive relationships with the childminder and her assistants, as well as strong friendships with their peers. Children freely explore the inviting learning environment, indoors and outdoors. The childminder provides stimulating areas for children to play and tranquil areas for them to relax. For example, in the garden children take time to pause and think when they curl up in suspended chairs. Others make a cosy den with blankets and cushions inside and quietly chat to each other. Children feel safe and secure, showing a true sense of belonging.

The childminder and assistants have high expectations for children's behaviour and development. They expertly support children to gain skills they need for their next stage in education. This is evident when younger children show their impressive commitment and focus as they twist and turn their socks to put them on. Older children show care and compassion as they place books in front of babies for them to look at. The childminder and her assistants praise children's good qualities, such as when they wait patiently for their turn and learn that by doing so they are using equipment safely. This shows that the childminder creates an inclusive environment, where all children make good progress.

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

- The childminder monitors and supports her assistants well and they work as a cohesive team. She and her assistants have worked hard to make significant improvements since the last inspection. They work closely with the local authority advisers, who visit regularly and offer continued professional development opportunities. For example, the childminder and her assistants have designed a meaningful and more varied curriculum to further enhance children's imaginations and creativity. Children respond well to this new approach, such as when they collectively create a pretend scenario, which involves superheroes who rescue them.
- Children's communication and language skills are encouraged and promoted well. The childminder and her assistants readily share books with children and sing songs and rhymes. This helps to reinforce language that children can apply. For example, children listen to the story of 'The Gruffalo'. They find models of story characters and make reference to the corresponding story book. Children expertly join in with the repetitive language structures. It is clear that children develop a real love for books, such as when they choose to sit in cosy areas and look at a variety of books on their own.
- Children's well-being is given high priority. They love to play in the fresh air and regularly explore local areas of interest, such as when they go to the woods and experience the natural world around them. Children climb, jump and balance

proficiently on outdoor equipment. They understand their own capabilities and the need to be safe when managing challenging tasks, such as jumping off a stack of crates. This helps to enhance children's confidence and body control.

- The childminder and her assistants know children well. They have a good understanding of how each child prefers to learn. The childminder and her assistants assess children's ongoing development. They use this information to plan experiences based on what children need to learn next. However, on occasions, they do not interact effectively enough with children in a way that specifically focuses on their individual learning intentions. This does not help each child to achieve to their highest level.
- The childminder and her assistants provide opportunities that cover most of the areas of learning. For example, they raise children's awareness of the variety of cultures represented at their setting by sharing different foods they eat at home. This allows children to make comparisons between the dishes they eat and those of others. However, they do not always identify opportunities to teach children mathematical knowledge and skills, such as counting objects, recognising features of shapes, measuring and comparing items.
- Parents are extremely complimentary of the education and care their children receive with the childminder and her assistants. They report that they are well informed of their children's day and are provided with ideas to try at home. This is through an online application, detailed reports on children's progress and regular verbal feedback. Parents are impressed with the progress their children make, such as in their confidence, independence and speech.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure understanding of their roles to safeguard children from harm. They know the potential signs and symptoms that may indicate a child is at risk of abuse. This includes exposure to extremist views and behaviours. The childminder and her assistants are aware of the procedures to follow if they have any concerns about a child's welfare. They regularly risk assess the childminder's home, garden and when going on outings. The childminder follows robust recruitment procedures, including meeting her responsibilities for checking the suitability of her assistants to work with children.

What does the setting need to do to improve?

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

- provide more purposeful interactions to consistently support individual children's next steps in their development
- enhance the teaching of mathematics to widen children's understanding of different mathematical concepts.

Setting details

Unique reference number	EY459976
Local authority	Bracknell Forest
Inspection number	10262549
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 10
Total number of places	24
Number of children on roll	29
Date of previous inspection	20 October 2022

Information about this early years setting

The childminder registered in 2013. She lives in Crowthorne, Berkshire. The childminder provides care Monday to Friday, 7am to 6pm, all year round. She employs four assistants and works with two at a time. Two of these assistants hold relevant childcare qualifications at level 3. The childminder also has an appropriate childcare qualification at level 3. She accepts funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The inspector discussed any ongoing impact of the COVID-19 pandemic with the childminder and has taken this into account in their evaluation of the provider.
- The childminder and the inspector completed a tour of the premises and discussed how her curriculum supports children's development.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder and inspector jointly observed and evaluated an activity.
- Children and staff spoke to the inspector during the inspection.
- The inspector reviewed a sample of documentation.

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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