

Childminder report

Inspection date:

9 November 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children are extremely excited and happy when they see the childminder at the end of their school day. They immediately start to chat back and forth about their day and enjoy one another's company. For example, they tell friends and visitors what they would like to be when they grow up, such as 'an archaeologist'. Children articulate well what they know and can do.

Children's behaviour is exemplary. They consistently show high levels of respect for each other. For example, older children gently ask younger children if they would like to join in a game and help them to understand the rules. Children have lovely friendships and feel safe and secure at the childminder's home.

Children enjoy exploring the wide range of activities that the childminder offers. For example, they focus for long periods making paper chains and jumping with joy as it gets longer and longer. Children have the independence skills they need for future learning. Older children delight in playing games, such as a word guessing game with their friends. They laugh and giggle with each other and have strong friendships. Children are increasingly confident in social situations.

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

- Children are beginning to understand what makes them unique. For example, they happily share with friends their experiences of the church on Sundays. Children talk openly about what 'holy communion' is and what they do to take part in this. Children have a sense of belonging and trusting relationships.
- Children have daily opportunities to be physically active in play. The childminder recognises the importance of children having fresh air after the school day to keep them healthy. For example, they visit the park to climb on the apparatus or go on walks around nature. Children have strong physical skills and can walk for long periods. They have the skills they need for future development.
- Children are highly motivated and eager to join in. They enjoy sharing their ideas and being with their friends. For example, children eagerly join in singing familiar songs, such as 'Encanto' and giggle as they sing together with visitors. They have admirable confidence in new social situations. Children have strong foundations in their personal, social and emotional development.
- Children understand behaviour rules and show this in play. For example, children explain that they will play 'army' and know that they must 'pretend only' and 'be gentle' in this game. They know why behaviour rules are in place and recognise the impact their behaviour has on others.
- The childminder is proactive in keeping her knowledge up to date. She uses training effectively to ensure her teaching improves over time. For example, she

knows how to support children's learning through positive praise. As a result, children engage well with activities and respond well to the childminder.

- The childminder liaises well with other professionals, such as the local authority. For example, she uses language support tools to help her review children's development. The childminder knows how to support children if she feels they may be at risk of falling behind.
- The childminder has strong partnerships with parents. She is positive about sharing feedback and uses good strategies to understand the parents' views. For example, parents informed the childminder of their children's love for baking. As a result, the childminder made brownies with the children after school. Children feel a sense of belonging. Parents appreciate the daily verbal feedback they receive about their children's day. Parents who are new to the setting explain that they feel reassured that the childminder sends regular messages with updates about their children. Parents say the childminders is a home-from-home, where their children can thrive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her knowledge up to date. She has in-depth knowledge about a variety of safeguarding issues. For example, she knows how to spot the signs of neglect and how to report it if she has concerns over children's welfare. She knows how to report it if an allegation is made about her or a household member. The childminder carries out daily risk assessments, which minimises the risk to children. Children understand how to keep themselves safe on outings. For example, they know to wait patiently at the side of the road until the childminder tells them they are 'ready' to cross.

Setting details

Unique reference number	EY465449
Local authority	Bracknell Forest
Inspection number	10228836
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	5 to 10
Total number of places	12
Number of children on roll	10
Date of previous inspection	6 February 2017

Information about this early years setting

The childminder registered in 2013 and lives in Bracknell, Berkshire. She operates from 2.30pm to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder is registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mandy Cooper

Inspection activities

- This was the first routine inspection the provider 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to parents during the inspection and took account of their views.

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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