

# Childminder report

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Inspection date: 30 October 2019

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children behave well and are beginning to learn right from wrong. This is demonstrated when they take turns with their favourite toys. Children are happy and enjoy their time with the childminder and one another. They confidently move from room to room and demonstrate that they feel safe and secure. The childminder conducts regular risk assessments so that any risks to children are removed or minimised. She has a good understanding of how many children she can safely care for and gives high levels of supervision at all times.

The childminder strives hard to ensure she gives children the best start in their early education and sets high expectations. She ensures all children, including those who are learning English as an additional language, hear clear and precise pronunciation. This is strongly helping all children to learn new vocabulary, which they then use in their own play.

Since the previous inspection, the childminder has made improvements to how she obtains information about children when they first start. She uses this information effectively, along with her observations, to carefully tailor activities to help children move on to their next steps in learning.

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

- The childminder provides a wide range of interesting and exciting activities. She keenly involves herself in children's play to extend their learning. For instance, they explore together how to travel across the room slowly and then fast. The childminder's enthusiasm ignites children's interest, so they stay focused and engaged in learning.
- Children's emerging language is supported well by the childminder. For instance, she introduces new words through exploring books and singing songs. The childminder encourages children to repeat describing words, such as 'squishy' and 'squashy', when children are playing with dough. She incorporates children's current interests into the activities she plans, while making sure there is clear focus and challenge. This helps to promote children's thirst for learning and their good progress.
- The childminder frequently listens to webinars and shares good practice with other professionals. This helps her to keep her knowledge and skills up to date.
- Children have a can-do attitude. They persevere and repeatedly try until they succeed. Their resilience is demonstrated when children attempt to solve problems. They show good critical-thinking skills when they try different pieces of construction, until they eventually make a train.
- The childminder is warm and nurturing. Children form close relationships that provide good support for their emotional well-being. They learn about the

importance of following a healthy lifestyle. For instance, they eat healthy foods and play outside in the fresh air daily.

- The childminder helps parents to support their children's learning at home. For example, she regularly shares information with them about their children's daily routines, activities and progress. Parents comment that they are very happy with the quality of the childcare and education their children receive. The childminder establishes secure links with other settings children attend. This promotes good continuity for the children in her care.
- Children respond well to rules and boundaries and know to use their manners. Overall, the childminder ensures children are learning good social skills. However, she does not always consider the way she organises mealtimes, to make them a social occasion. For example, she does not consider the negative impact it may have on children's social skills, when they do not face one another.
- The childminder provides a well-organised and stimulating indoor and outdoor environment. Children make choices about their own play. Resources are plentiful and most are easily accessible to children. However, although writing materials are available, they cannot be easily accessed by younger children to use during their play.
- Children benefit from a wide range of outings in the local community and further afield. They learn about the wider world around them and develop empathy and consideration for others who are different from themselves.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities. She knows how to identify, respond to and manage any signs that may suggest a child is at risk of harm. The childminder has a good awareness of wider safeguarding issues. She is fully aware of the signs that may suggest children and their families are potentially at risk from extreme views and ideas. The childminder knows the procedure to follow if there is an allegation made against herself or family members living in the household. She has a detailed safeguarding policy and associated literature on this topic for her reference, if required.

## What does the setting need to do to improve?

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

- provide children with more opportunities to socialise, see and interact with each other when organising mealtimes
- maximise opportunities for children to practise mark making and develop their early writing skills.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY467924                                                                          |
| <b>Local authority</b>             | Bracknell Forest                                                                  |
| <b>Inspection number</b>           | 10129465                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 to 10                                                                           |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 11                                                                                |
| <b>Date of previous inspection</b> | 5 September 2016                                                                  |

## Information about this early years setting

The childminder registered in 2014 and lives in Bracknell, Berkshire. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hazel Farrant

### Inspection activities

- The inspector and childminder completed a learning walk across all areas that children use, to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the childminder.
- The inspector spoke to the childminder about her knowledge of child protection and the procedures to follow to keep children safe.
- The inspector held discussions with the childminder and children at appropriate times.
- The inspector looked at a sample of the childminder's documentation, including evidence of the suitability of persons living in the household.
- The inspector took account of the view of parents through written feedback provided.

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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