

Childminder report

Inspection date: 26 February 2025

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

The childminder has a calm and caring manner and makes children feel welcome and happy in her home. Children develop close bonds with her. They seek her out to share their experiences or invite her into their play. Young children show growing confidence to ask her for things they want or need. They flourish on the attention and reassurance they receive. Children benefit from many opportunities that the childminder provides for them to play outside and explore further than the setting. Children enjoy regular outings to local open spaces and parks. Children learn new knowledge as they actively learn about the world around them.

The childminder's curriculum, including her planned topics and activities, focus closely on the children's interests and learning needs. In addition, the childminder is mindful of letting children explore so they can express their own ideas. For example, children enjoy an activity matching coloured blocks and counting these into their bowls. They develop their imaginations as they extend this activity to building tall towers and houses using the wooden blocks. Children are excited to observe how tall they can make their towers. They learn how to count in sequence and use mathematical language, such as, 'You need one more,' and 'Yours is taller than mine.' They remain engaged for a considerable time, sharing, taking turns and coordinating their movements as they carefully add more bricks. Children play cooperatively and behave exceptionally well.

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

- The childminder provides an interesting and varied curriculum so that children move on to other settings with the knowledge and skills they need to succeed. The childminder understands how to build on children's prior learning. Children remember and talk about things they have learned with confidence. The childminder establishes consistent and familiar routines of the day so that children know what to expect. They make good progress in their development.
- Overall, there is a good focus on supporting children's communication and language skills. Children benefit from lots of conversations. The childminder narrates what they are doing and listens to what they have to say. This helps children to feel valued. However, on occasion, when children are asked questions, they point to what they would like and the childminder does not always consider how to encourage their speech fully. Furthermore, when modelling the alphabet, the childminder does not use the correct pronunciations of the letters to support children in hearing the precise sounds they make. Nonetheless, children build on their vocabulary as they listen and repeat familiar words.
- The childminder knows the children and their families well. She takes time to get to know the children as individuals through effective settling-in strategies and

close working relationships with parents. The childminder shares regular information and supports parents to build on children's learning at home.

- Although the childminder has good relationships with parents, she has not successfully shared information with other settings that children attend. This means she does not gain full details on children's learning for her future planning and to help provide a consistent approach for children.
- The childminder helps children learn about diversity and people from around the world. This helps children to gain a wider understanding of different cultures. Children learn about people and places that make up their own community. In addition, parents are invited to share their special events. This supports the broadening of children's understanding of families' similarities and differences.
- Children's physical well-being and health are promoted well. Children learn about being healthy. They know the routines well and are taught the importance of washing their hands before snack and mealtimes. The childminder instils good table manners and encourages all children to feed themselves and to sit at the table as they eat to ensure they chew their food safely.
- The childminder involves the children in the routines of the day. Children conscientiously tidy up the toys ready for lunch and listen well to the childminder's instructions. Older children lead much of their self-care themselves. They persevere with tasks and develop their independence and sense of responsibility very well.
- The childminder reflects on her practice and identifies areas to develop. She keeps her knowledge up to date, accessing mandatory training opportunities. This includes a variety of online courses. The childminder understands the importance of continuous professional development. She is keen to seek further additional training to include a wider range of opportunities to enhance her knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen techniques for modelling language so that children hear the correct pronunciations of letters and the sounds that they make
- extend the strategies used for questioning children to further support children's predictions, thinking and investigative skills
- enhance partnerships with other settings children attend, gaining information for future planning and increasing the consistency in the support children receive.

Setting details

Unique reference number	EY475175
Local authority	Bracknell Forest
Inspection number	10368251
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 4
Total number of places	4
Number of children on roll	6
Date of previous inspection	13 March 2019

Information about this early years setting

The childminder registered in 2014 and lives in Binfield, Bracknell. She operates all year round, from 9am to 3pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3. She provides government funded early education to eligible children between the ages of nine months and four years.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- The childminder took the inspector on a tour of all areas of the premises to understand how the early years provision and the curriculum is organised.
- A joint focus activity observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including evidence of paediatric first-aid training.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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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