

Childminder report

Inspection date: 14 March 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and secure in the care of this nurturing childminder. They confidently welcome visitors into the childminder's home, reflecting high levels of self-esteem. The childminder works hard to develop strong bonds with children. She carefully observes them and responds to their needs. For instance, she offers gentle encouragement when they persevere as they climb onto a see-saw. The atmosphere is calm and joyful.

The childminder offers a wide variety of experiences. Outdoor learning is one of her strengths, as she understands children's preferences for being active in the fresh air. The childminder provides an interesting outdoor environment where children can explore and discover. For example, children squeal with delight as they plant moss and seeds. Children have strong physical skills. They can confidently run, jump and ride bikes down a hill. These activities help to develop the strength in their large muscles, preparing them for their next stage in learning.

The childminder's curriculum is designed to help children become 'confident, kind and independent'. Children have positive attitudes to learning. For example, they show remarkable focus and persistence in filling teapots with water. They persevere while struggling to push a trolley loaded with their items over the uneven ground. Once they succeed, they proudly set up a 'tea party' for their friends. These experiences help children develop the social skills they need when the time comes to move on to school.

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

- The childminder has a clear and ambitious intent for her curriculum. She focuses on providing children with a variety of experiences to support growth in all areas of learning. The childminder achieves this by providing children with connections with nature. She does this through her inviting outdoor space and surrounding countryside. The childminder uses her assessments of children's development to inform a carefully sequenced curriculum that accurately identifies what children need to learn next. For instance, she sets out dolls so that children who have recently had new siblings can role play what they might see at home. This helps all children to make good progress.
- The childminder sets high expectations for children's behaviour. She knows when to introduce new ideas, and she supports children to 'give it a go'. For example, the childminder enthusiastically sets a challenge for children to find storybook pictures in the garden. Children eagerly show great determination and giggle with delight as they proudly share their discoveries with friends. Generally, children behave well. However, the childminder's strategies to help children understand why some behaviours are not acceptable or the impact their

behaviour has on others are not consistent. As a result, children do not fully develop an understanding of how their actions affect those around them.

- The curriculum for supporting children's communication and language is strong. The childminder consistently engages with the children. She skilfully interweaves new words into play, such as 'wet', 'soil', 'seeds' and 'tufts'. This provides children with valuable opportunities to develop their growing vocabulary. However, in her eagerness to communicate with children, the childminder does not always give children time to pause and reflect. This does not consistently extend and challenge children's thinking.
- The childminder builds positive partnerships with local pre-schools that children attend. She supports all children, including those with special educational needs and/or disabilities, during their move to pre-school by sharing information. The childminder provides details such as how each child learns best and what they need to focus on next. This supports continuity in learning and progress in the child's new setting.
- Partnerships with parents are good. The childminder views the children and families as an extension of her own. Parents report that children have grown in confidence since attending the childminder's setting. They appreciate the advice and support on a variety of topics, such as toilet training and ways to further develop learning. This helps to provide a consistent approach to children's development.
- The childminder makes excellent use of the local community to enhance learning. She does this to provide children with new experiences and develop social skills. For instance, she regularly takes the children on outings to a variety of places, such as the library. Children excitedly recall the time when they chose their favourite books. This helps to broaden children's understanding of the wider world and nurture a love of reading.

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:

- develop behaviour management strategies further to support children's understanding of why behaviour boundaries are in place and the impact of their behaviour on others
- provide children with consistent opportunities to pause and reflect when asking questions to further extend their critical thinking skills.

Setting details

Unique reference number	2701318
Local authority	West Berkshire
Inspection number	10376606
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	2 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Thatcham, Newbury, Berkshire. She offers care all day, Monday to Friday, from 8am to 6pm, throughout the year. The childminder holds a relevant early years qualification at level 6. The childminder receives funding to provide funded early education for children aged two and three years.

Information about this inspection

Inspector

Mandy Cooper

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children told the inspector about their friends and what they like to do when they are at the childminder's setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning
- The inspector observed the interactions between the childminder and the children.
- Parents shared their written feedback of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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