

Childminder report

Inspection date: 6 February 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

The childminder establishes clear boundaries and helps children understand the importance of being kind and to share. She expertly enables children to learn how to self-regulate. For example, she asks them to identify what it is they are doing that is not acceptable, rather than telling them. This helps children learn about how their behaviour impacts others. Children are happy and secure in the childminder's care. They confidently express their likes and dislikes, such as their favourite fruits and food at lunchtime.

Children are engaged and motivated throughout their time with the warm and friendly childminder. Overall, they make good progress in all aspects of their learning. They are well prepared for the next stage in their education and development, including starting school.

The childminder promotes children's gross motor skills extremely well. She provides regular outings and physical activities in the well-equipped garden. Children enjoy fresh air and woodland walks where they learn to identify different birds and trees. The childminder plans unique opportunities for children to develop their fine motor skills. For instance, children carefully hammer golf tees into polystyrene tiles and search for gold coins in the sand. They show excitement and pride as they identify the coins are a circle shape and count how many 'taps' it takes to drive the peg into the tile.

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

- The nurturing childminder demonstrates a secure knowledge of how children learn and develop. She knows children well and identifies where they are in their development. The childminder uses this information to plan a range of play activities around children's interests to support their learning. Children, including those with special educational needs and/or disabilities, make good progress from their starting points.
- The childminder is passionate about her role and is ambitious for children to make the most of their time with her. She makes good use of a wide range of resources, including training, and discussions with parents and other early years professionals to reflect on children's learning and develop her practice.
- The childminder supports children's independence well. She teaches children how to put on their own coats and shoes, including pulling up the zips. She is patient when asking them to try and do things for themselves and allows them enough time to practise their new skills, such as rolling and kneading dough. Consequently, children become increasingly independent.
- Children are familiar with routines. They are aware of what is expected of them and what is going to happen next. However, at times, the childminder is not

always fully prepared for some transitions, and some children wait for longer than they are able. This means that some children struggle to stay focused and can become a little disruptive.

- The childminder introduces many learning opportunities for children to hear mathematical language, for example, as they play and explore the many learning opportunities on offer to them. They count the amount of cups of flour they need as they make flatbreads and learn to identify numbers on a clock. Children spontaneously draw numbers and circle shapes in the flour with their fingers and count the amount of gold coins they find. Children are developing a secure understanding of mathematical concepts.
- The childminder helps children form new friendships, such as when she regularly visits local community groups where children meet up with others. This helps children to develop their social skills in preparation for moving on to school. Furthermore, through planned trips and visits, children learn about the wider world around them.
- Overall, the childminder supports children's communication and language skills effectively. However, in her enthusiasm, she does not always allow children enough time to think and respond to questions. This means that, on occasion, children's communication and language skills are not consistently developed as well as they could be.
- The childminder has good relationships with parents. She talks to them at the start and end of the day and sends digital messages to keep them updated about their children's time at the setting. Parents' comments are very positive. They state that the childminder is caring and attentive. Furthermore, the childminder provides parents with support and guidance on how best to support their children's development at home.

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:

- improve the organisation of transition times to ensure that children are not waiting for extended periods of time and remain focused in their learning
- provide children with more time to think and respond to questions, to better support their communication and language skills.

Setting details

Unique reference number	2702053
Local authority	Wokingham
Inspection number	10376139
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	4
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Reading, Berkshire. The childminder operates Monday to Thursday, from 7.30am to 5pm, all year round. The childminder holds qualified teacher status. She receives funding for children aged from one to four years.

Information about this inspection

Inspector

Chris Lamey

Inspection activities

- The childminder took the inspector on a learning walk of her provision and explained her curriculum.
- The inspector took parents' written views into consideration.
- The inspector held a leadership discussion with the childminder.
- The inspector sampled a range of documents and children's records.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025