

Childminder report

Inspection date: 13 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 are happy and show that they are settled in the care of this kind and caring childminder. The childminder has built good relationships with the children and together they enjoy a range of activities that support their learning and development. Children are confident in the childminder's home, and they enjoy the accessible resources. For example, they have fun playing and exploring with the tea set and puppets. The childminder has a good focus on communication and language. She engages positively with the children, providing a consistent narrative to their play. As a result, children are becoming confident communicators.

The childminder skilfully supports children's exploration and concentration skills as she plays and interacts with them throughout activities. The childminder promotes children's self-care skills and independence effectively. This is demonstrated as the children help to tidy away toys and resources before moving onto another task. The childminder overall, is skilful in her teaching, as she adapts activities to maximise as many of the areas of learning as possible.

For example, as children play with magnetic shapes, she interweaves mathematical concepts to help children understand colours and shapes. Children benefit from a good amount of praise and encouragement offered to them from the childminder, which supports their personal development.

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

- The childminder has a good understanding of how to support children's learning and development. She plans and provides an enriching curriculum with a good balance of child- and adult-led activities. The childminder observes children's development well and accurately highlights their next steps in learning. Although the childminder provides a range of fun activities, she does not always expand her teaching clearly in a sequence that helps children to make links with what they already know, to help them to build on their prior learning.
- The childminder ensures children develop a keen interest in books and stories. She provides and reads a good wide range of books to the children to spark their curiosity and imagination. Children listen intently to stories read by the childminder which in turns supports their listening and speaking skills. They clearly enjoy the rhyming sounds and repeat these, while others become absorbed in the interactive books where they spin and lift the tabs.
- Children's health and well-being are well supported. The childminder teaches children about healthy practices to help them learn the importance of keeping themselves well. For example, children talk knowingly about when they need to brush their teeth and when they need to wash their hands. The childminder understands the importance of observing children closely as they eat, to ensure

their safety.

- Children have many opportunities to develop their physical skills in the childminder's garden and through other outdoor spaces. The childminder provides the children with a good range of enriching experiences, such as trips to the local parks, group times and meeting up with other childminders and children. This helps to support children's social skills.
- Children have built some good friendships with each other. Overall, they are seen to have fun together as they play and explore with toys and resources. However, at times, some children struggle with sharing and their emotions. Although the childminder swiftly minimises the impact this has, she does not provide children with consistent messages to help them manage their behaviour. In particular, about how their actions might affect others.
- Parents speak highly about the childminder and praise her for the 'fun, happy environment' that she offers. They comment that their children are developing very well and credit her for the 'wide range of activities and new experiences'. Parents praise the ongoing communication between them and other professionals involved in their children's care, which helps them all to maintain a good working relationship to maintain continuity of care.
- The childminder is clearly dedicated to her role and is committed to enhancing her provision further. For example, she is currently undertaking training to support children's personal development, and she regularly listens to online webinars to ensure that her practice and knowledge are current.

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:

- provide more consistent support for children, to help build on their understanding of how to manage their feelings and behaviour
- enhance the implementation of the curriculum to ensure that it is sequenced, and builds on what children know and can do in order to maximise their learning.

Setting details

Unique reference number	2705390
Local authority	West Berkshire
Inspection number	10380422
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 2
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in the Beansheaf area of Calcot, Reading, West Berkshire. The childminder is open all year round from 7.30am until 5.30pm.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- The childminder explained the curriculum during a learning walk with the inspector.
- The childminder and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning.
- Children confidently approached the inspector and engaged with her. The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector took account of the parents' views through their written comments.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household and evidence of the childminder's paediatric first-aid training.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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