

Childminder report

Inspection date: 4 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

Children enjoy the time they spend in the care of the kind, caring and nurturing childminder. Prior to them attending, the childminder spends time settling them into her home to help build strong attachments. Children settle well and demonstrate that they feel safe and secure. They move independently around the childminders home and choose what they want to play with.

Children have a positive approach to learning. The childminder uses good teaching methods to help boost children's existing knowledge and skills. For instance, through explaining, showing, and demonstrating. Throughout activities she encourages children to keep trying even when faced with challenge. For example, when children struggle to put the lids onto 'paint sticks', the childminder reassures them to keep trying. When they succeed, she praises them. These positive exchanges help children to stay motivated and develop a 'can do' attitude.

Children make good progress from their starting points. The childminder knows the children in her care well, including their individual needs, characteristics and what they know and can do. She uses this information to plan a sequenced curriculum to help them achieve their next steps. Children successfully develop the skills they need for the future. For example, they listen with interest to stories, behave well, complete tasks independently and communicate their needs effectively.

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

- The childminder encourages children's love of stories well. She ensures that children have access to a good range of books and takes them on regular library visits. Children delight in listening to stories and notice the similarities and differences in what they see. For instance, they compare different animals and the sounds they make.
- Overall, the childminder supports children's communication and language skills well. Throughout activities she provides a dialogue and repeats words to help them to hear the correct pronunciation. However, sometimes, the childminder does not provide enough opportunities for children to listen to and take part in songs, and rhymes. As a result, she misses opportunities to extend children's growing vocabulary.
- The childminder successfully helps children to learn about their wider world. For example, she takes children on regular visits to the local shops, playgroups and parks. These experiences provide children with opportunities to meet people within their wider community. This contributes to them developing social skills, including tolerance and respect for others.
- Children behave well. The childminder sets clear rules and boundaries to help them to understand how to keep themselves and others safe. For example, not

running indoors and using 'kind hands'. When children struggle to manage their feelings, the childminder provides them with clear explanations of why some behaviours are not acceptable. This helps children to gain an understanding of how their behaviour impacts on others.

- The childminder supports children's overall health and well-being effectively. She ensures that children have plenty of fresh air and exercise and follow good hygiene routines, such as washing their hands. The childminder provides children with healthy meals and snacks and talks to them about the importance of making healthy food choices.
- The childminder collaborates well with parents. She provides a range of information during daily face-to-face communication and messaging apps. Parents report that their children are happy and settled and enjoy the time they spend with the childminder. They appreciate the support they receive from her, including how she makes suggestions to enable them to continue to support learning at home. However, processes to share information with other settings that children attend are not yet fully effective. This means that children who attend more than one setting do not benefit from a consistent approach across all aspects of their learning.
- The childminder takes a proactive approach to developing her skills. She continually reflects on what she can do to develop her practice. She undertakes training that is targeted at improving her knowledge and considers how she can use this to benefit the children in her care.

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:

- extend children's language and vocabulary skills further, such as through songs and rhymes so that children make even better progress in their communication and language development
- develop links with other professionals and share information to provide consistency for children who attend more than one setting.

Setting details

Unique reference number	2708274
Local authority	Wokingham
Inspection number	10375910
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	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Woodley, Berkshire. The childminder works Monday, Tuesday and Wednesday, between 8am and 6pm. The setting receives funding to provide free early years education for children aged three and four years.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The inspector carried out a learning walk to discuss the childminder's curriculum, including how the childminder assesses and plans for children's learning.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for safeguarding children and the childminder's reporting procedures.
- The inspector took account of the views 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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