

Childminder report

Inspection date: 20 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 have fun and are very settled, happy and confident in the childminder's care. They form warm, caring relationships with each other and the childminder. Children confidently express their own ideas to the childminder, such as to play outdoors. The childminder provides calm and consistent guidance to promote children's understanding of the behaviour expectations. This helps children learn how to play cooperatively with each other and become aware of their own and others' feelings. The childminder uses daily routines securely to help promote children's independence. For instance, children help to prepare their own snacks and learn to put on their shoes to go outdoors.

The childminder provides very well-thought-out activities that link together and are well matched to children's next steps in learning. This helps children to practise their skills and develop their knowledge in different ways. Children benefit from a wide range of activities and outings that enhance their learning experiences. They have fun and engage well in these. Overall, the childminder provides effective interactions with children, particularly in relation to developing children's vocabulary and understanding. The childminder closely monitors children's development and progress. She quickly takes steps to help close any gaps in children's learning. This supports children to make good or better progress from their starting points.

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

- The childminder identifies and plans activities that meet children's individual learning needs well. Children positively engage in the focused activities the childminder plans and in their self-chosen play. For example, children maintained a strong interest in exploring sand and water, transporting items between the two. In addition, children focused well when they explored a story using props with the childminder.
- The childminder plans activities with a high regard for what children need to learn next. For instance, she planned activities to extend children's small physical skills, including through dough and water play activities. This promoted children's hand strength and coordination. This in turn supports children to carry out tasks such as cutting their own fruit and pouring their own drinks at snack time.
- Overall, the childminder provides effective interactions with children to support their learning. For example, she engages children in ongoing discussions, including spontaneous ones linked to what children see or hear. The childminder encourages children to recall information and predict what might happen next, such as when reading books. Sometimes, the childminder asks questions in quick succession. This does not always give children time to consider their thoughts and respond.

- The childminder uses her ongoing training and professional development well to successfully build on her practice and provision. For instance, she has used knowledge she has gained to provide meaningful learning activities outdoors. This includes activities to support children's mathematical knowledge, including identifying numbers and quantities during outdoor activities.
- Children start to build on their awareness of healthy lifestyles. For example, the childminder discusses with children about different food and what is healthy to eat. She reminds children to put their hats on to play outdoors and to wash their hands. Occasionally, the childminder does not explain to children with more detail to help enhance their knowledge of healthy practices further.
- The childminder is a positive role model to children, including using good manners. She promotes children's understanding of expected behaviours and provides timely reminders to help build their awareness of taking turns and being fair. The childminder supports children to recognise and manage their feelings, such as through discussions about their emotions. The childminder takes children on regular outings to toddler groups. This encourages the development of children's social skills and confidence to interact with different people.
- The childminder forms strong partnerships with parents. She shares a wide range of information with them to help support a consistent approach to meeting their children's needs and to support learning at home. Parents' feedback about the childminder's service is very positive. They praise the range of activities, the progress their children make, and the organisation and communication provided by the childminder.

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 children with time to consider their thoughts to help them respond with their ideas and observations
- enhance children's further awareness of healthy lifestyles to strengthen their knowledge of how to take care of themselves.

Setting details

Unique reference number	2718735
Local authority	Wokingham
Inspection number	10388544
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Lower Earley, near Reading, Berkshire. The childminder provides childminding all day from Monday to Thursday, for most of the year. She offers government childcare funded places. The childminder holds a recognised level 3 childminding qualification.

Information about this inspection

Inspector
Sheena Bankier

Inspection activities

- The childminder spoke to the inspector about children's learning and development and how she supports their progress.
- The inspector observed children's activities and their interactions with the childminder indoors and outdoors.
- The inspector interacted and chatted to the children during the inspection.
- The childminder and inspector held discussions at appropriate times during the inspection.
- A sample of documentation was reviewed as part of the inspection process.
- Parents provided written feedback and the inspector took account of their views.

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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