

Childminder report

Inspection date:

15 September 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 in this setting benefit from a warm, welcoming and nurturing environment, where their individual needs are prioritised. The childminder greets each child personally, fostering a strong sense of security and belonging from the moment they arrive. Routines are well established, which enables children to settle quickly and feel confident in exploring the space independently. The childminder plans thoughtfully tailored activities, such as sensory baskets, music sessions and outings, that spark curiosity and encourage learning through play.

Children's independence is actively promoted. They are supported in making choices, self-feeding and engaging in everyday routines such as tidying up and practising good hygiene. Effective communication from the childminder supports children's emerging language and social skills. Close observation ensures that their emotional and physical needs are met promptly and sensitively.

From the outset, the childminder actively establishes and sets clear and consistent expectations for children's behaviour, guiding them to behave well. She demonstrates kindness, patience and respect in her interactions, setting a strong example for children to follow and emulate. Children understand what is expected of them, behave well and demonstrate positive attitudes to their learning.

Strong partnerships with parents underpin the high-quality care provided, with open, regular communication enabling a shared approach to each child's learning and welfare. The childminder's proactive attitude to professional development, safeguarding and inclusion means children are placed at the centre of all decision-making. Children flourish in a safe, stimulating environment, developing confidence, curiosity and the foundations they need for future learning.

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

- The childminder focuses clearly on helping children develop independence skills. She builds on what children already know and considers their next steps. She adapts her teaching to meet the individual needs of each child, drawing on her understanding of their learning styles and interests.
- The childminder follows each child's individual routine to help them settle into the environment. New children in the setting appear confident and have already established a positive relationship with the childminder.
- The childminder positively interacts well with children and supports learning, but younger children are not always encouraged to take safe risks. This hampers children's ability to explore their curiosity and ideas with increasing confidence.
- The childminder actively joins in, singing along and encouraging children to experiment with sounds and rhythms. She provides a variety of instruments and

creates opportunities for children to express themselves through music, helping them build confidence and develop their creativity.

- Children regularly explore and learn about their world, enjoying outings, where they meet and socialise with new people. For example, children go on weekly trips to the local library for singing and story times and play at local parks. They build relationships as they mix and play with other children at toddler groups. Children also safely explore and play in the garden.
- The childminder closely monitors the curriculum and plans purposeful activities that connect to children's next steps, helping them make good progress. She regularly shares information with parents, enabling them to support their children's development at home.
- Parents speak highly of the childminder and appreciate the support they receive in caring for and meeting their children's needs. They particularly value the daily feedback and the use of communication diaries, which keep them updated each day about their child's experiences and progress. Parents also welcome opportunities for more in-depth discussions about their children's development and next steps.

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 strategies to encourage safe risk-taking, particularly with younger children, to improve the quality of interactions to enable them to explore their curiosity and ideas further.

Setting details

Unique reference number	2727948
Local authority	Reading
Inspection number	10399531
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 0
Total number of places	5
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Reading, Berkshire. The childminder offers care from Monday to Wednesday, from 8am to 6pm, all year round.

Information about this inspection

Inspector

Rochelle Anderson

Inspection activities

- The inspector and the childminder held a discussion to understand how the early years provision and curriculum are organised.
- The inspector took account of the views of parents through their written feedback.
- The childminder spoke to the inspector about their learning intentions for the children.
- The inspector checked evidence of the suitability and qualifications of the childminder and household members.
- The childminder and the inspector held a safeguarding discussion.

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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