

Childminder report

Inspection date: 24 July 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 in the childminder's warm and welcoming home. The childminder develops warm relationships with children. She has established effective settling-in procedures that focus on the children's well-being. The childminder uses these sessions to work with parents and gather information about the children's interests and care routines. This helps her tailor her curriculum to meet the needs of the children. As such, young children are confident and demonstrate that they feel safe and secure in her home.

The childminder places a high priority on developing children's communication and language skills. She introduces new vocabulary during water play, modelling and repeating simple words for younger children during activities such as 'splash, splash, splash'. The childminder skilfully weaves in singing songs. For instance, children enthusiastically join in and copy actions to familiar nursery rhymes. Furthermore, as children water the plants in the garden, the childminder talks about the different coloured flowers in the garden. This helps children develop their vocabulary.

The childminder promotes children's behaviour well. She creates a nurturing environment where children behave with kindness and learn to take turns. The childminder models polite language and encourages children to use good manners. As such, all children behave well.

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

- The childminder supports children's early mathematical development effectively by incorporating mathematics into everyday activities and routines. She skilfully encourages counting throughout the day. Furthermore, she introduces new concepts such as the volume of water as they enjoy water play. For instance, children use containers to scoop water into watering cans and various containers. The childminder narrates as the children explore and introduces language such as 'full' and 'empty'. This helps children develop their early mathematical knowledge.
- The childminder uses her observations to plan an ambitious curriculum that focuses on children's interests. She knows the children well and mostly provides activities that promote children's next steps. However, occasionally, the childminder introduces children to too many resources at once. This can make it harder for her to engage the children fully and support their learning, as children become distracted.
- The childminder supports children's health. Children eat a variety of nutritious foods at snack times and lunchtimes. Mealtimes are sociable events. The childminder and children sit together chatting. They talk about the foods on their

plates and why they are healthy. Children learn how to brush their teeth and the importance of oral hygiene through play activities. This helps children develop healthy habits for the future.

- The childminder organises regular outings in the local community. The children visit nearby shops, the library and local parks. These trips are planned to help children explore their surroundings and learn about the environment. This helps children increase their awareness of the local area and understand the world around them.
- The childminder embeds familiar routines to help young children develop their behaviour and understand what to expect throughout the day. For instance, the childminder encourages children to tidy away their toys before mealtimes. Children listen to the childminder's warm interactions. This supports children's positive behaviour.
- The childminder supports children's physical development. For instance, she encourages children to walk down small steps and throw balls. Furthermore, the childminder encourages children to scoop sand with their hands. This helps them develop their large- and small-muscle groups for later learning.
- Partnerships with parents are effective. The childminder shares information regularly with parents about their children's learning and development. For example, she provides parents with information on toilet training. Parents comment that they appreciate her advice and support. However, the childminder is not as successful in developing working partnerships with other settings that the children attend. This means that children who attend other settings sometimes lack consistency in their learning.
- The childminder is committed to her own professional development. She identifies training to enhance her practice such as developing her knowledge on how to improve her curriculum to support children's learning. Furthermore, she ensures all mandatory training is up to date.

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:

- review the organisation of activities to minimise distractions, supporting children's engagement and extending learning opportunities
- develop partnerships with other settings that the children attend to promote continuity in children's learning and development.

Setting details

Unique reference number	2736610
Local authority	Bracknell Forest
Inspection number	10399606
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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Bracknell, Berkshire. She operates all year round from 7.30am to 5.30pm, Tuesday, Wednesday and Thursday, except bank holidays and family holidays. The childminder holds a relevant level 6 childcare qualification. She offers government-funded places for children aged between nine months and four years.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The childminder showed the inspector around the premises and discussed how she organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their written views of the childminder's setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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