

Childminder report

Inspection date: 2 September 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children quickly settle in this warm and welcoming environment. They happily wave goodbye to parents and soon engage in activities of their choice. When children need reassurance, the childminder provides comforting cuddles. Her calm and gentle approach helps children to feel safe and secure.

The childminder supports the children's growing independence. She provides opportunities for children to peel and cut their own fruit at snack time. When children struggle to achieve what they set out to do, the childminder asks them 'What do we do when we can't do something?' to which children reply, 'Have another go!' Children learn to persevere when challenges occur, helping them to understand that it is okay to get things wrong.

The childminder knows the children well and plans activities to support their next steps in learning. For example, children build on their knowledge of healthy eating and practise their counting skills while reading the story 'The Very Hungry Caterpillar'. Children make good progress in their learning.

Children explore similarities and differences in the world. They listen to stories about different cultural celebrations. Children attend music sessions at the local library and visit the local café. This helps the children to broaden their experiences of the community they live in.

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

- The childminder plans a curriculum that builds on the children's needs and interests. She adapts her teaching to support their different stages of development. When drawing, the childminder introduces the names of different colours to younger children. Older children explore different shades of colours, for example 'dark' and 'light'. Children of all ages make good progress and build on what they know.
- The childminder creates a language-rich environment. She adapts her interactions with the children, modelling language and introducing new words. For example, when a child describes an object as a 'lorry', she introduces the word 'truck' to build on their vocabulary. When reading stories, the childminder leaves gaps for children to recall familiar words or phrases. Children become strong communicators.
- The childminder uses everyday opportunities to build children's mathematical knowledge. While stacking bricks, she encourages children to count. They compare sizes of objects, discussing which is the 'smallest' and which is the 'largest'. The childminder helps the children to find matching shapes as they complete a puzzle. Children build secure foundations needed for later

mathematical learning.

- Overall, children's behaviour is good. Older children help younger children. For example, children bring drinks to their friends. The childminder models kindness and encourages the children to use their manners. She listens to the children and responds sensitively to their demands and requests. However, messages about behavioural expectations are not always consistent to help children know what is expected of them.
- The childminder promotes healthy routines within her setting. Children wash their hands before eating, toileting and when coming in from outside. The childminder provides healthy snacks and teaches the children about healthy eating through planned activities. Children learn to tidy toys when they have finished playing. Children build self-confidence and develop a sense of responsibility.
- The childminder builds strong partnerships with parents and carers. She keeps parents up to date with children's progress and helps parents to support children's learning at home. For instance, parents explain how the childminder teaches them the words of new songs the children have learned. This helps everyone to work together to build consistency in children's learning.
- Children have regular opportunities to explore the outdoors. Children excitedly chase bubbles in the garden and count hoops as they jump through them. They regularly visit the local parks, feed the ducks and climb trees. This helps the children to develop their physical skills and learn to manage risks.
- The childminder is fully committed to building on her own professional development. She undergoes regular training to develop her practice and meet the individual needs of the children. This includes any mandatory training to keep her safeguarding knowledge up to date and other subjects, such as training in special educational needs and/or disabilities. This enables her to identify and meet any needs should they arise.

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:

- give children clear and consistent messages on behavioural expectations, to help them manage their own behaviour more effectively.

Setting details

Unique reference number	EY222975
Local authority	Reading
Inspection number	10407867
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	21 January 2020

Information about this early years setting

The childminder registered in 1989. She lives in Caversham, near Reading in Berkshire. The childminder operates Monday to Thursday, between 7.45am and 5.30pm, throughout the year. The setting receives funding to provide early education for children aged between nine months and four years.

Information about this inspection

Inspector

Nina Fortuna

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation during an activity.
- Parents shared their views of the 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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