

Childminder report

Inspection date: 15 April 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 are happy and settled in the care of the nurturing childminder. They understand the daily routines and know what to expect, which helps them to feel secure. For example, children willingly follow the childminder's instructions to tidy away toys and put on their coats to go outside. The childminder's curriculum focuses on supporting children to be happy and confident. Children demonstrate this well when they eagerly welcome visitors. They excitedly share what they enjoy doing at the childminder's setting. Children have excellent social skills, which will support them in the future.

The childminder sets clear expectations for children's behaviour. For example, she gently reminds older children to stop banging and throwing toys, explaining that younger children may copy their actions. This helps children to learn how their behaviour may have an impact on others. In addition, the childminder consistently praises children for positive behaviour. For instance, she smiles warmly and praises them as they excitedly talk about how many 'high fives' they received for listening and following instructions. This helps children to recognise and celebrate their achievements.

The childminder is passionate about taking children daily into the local community. She explains that these opportunities encourage children's curiosity and support the development of their social and physical skills. For example, children enjoy educational trips, such as to National Trust properties and other sites of interest. These experiences help children learn about the world around them.

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

- The childminder uses her knowledge of child development to plan a clear and ambitious curriculum. She has identified key skills that children need to develop, such as independence, listening skills, the confidence to ask for help and strong social skills. For example, she encourages children to engage in playful interactions as they giggle with joy and enjoy chatting back and forth as they play in the soil with friends. She prepares children well for their transition to school. However, the planning of the curriculum for the younger children is not yet as effective. At times, activities do not fully support their learning and development needs. This does not consistently support younger children to make the best possible progress.
- The childminder uses themed activities alongside her observations and assessments to plan children's next steps in learning. For example, she accurately identifies when some children need support with their speech and sensitively repeats any words that they mispronounce. This approach helps children to learn speech sounds and improve their pronunciation of words. In

addition, the childminder uses skilful questions to spark conversations and encourage children to think of their own ideas. For example, she expertly asks, 'What will happen when we plant the seed?', as children explore seeds and flowers. However, on occasions, the childminder asks too many questions during her interactions. This means that children do not always have the time to think, respond or further develop their vocabulary.

- The childminder provides plenty of opportunities for children to practise their physical skills. On walks and outings, she encourages children to ride bikes and scooters to help them build strength in their large muscles. In her home, the childminder offers activities to help develop children's fine motor skills. For instance, children enjoy spraying water bottles, using gardening tools and colouring plant pots. These experiences help children to develop the hand strength they need. They have extremely good positive attitudes to play and learning.
- The childminder is committed to her ongoing professional development. She networks with other local childminders to share ideas, promote good practice and support each other's well-being. In addition, the childminder attends specific training courses to enhance her practice and children's development. For instance, she recently completed training on supporting children's communication and language. This has helped her to implement strategies, such as 'mouth exercises' for children who need additional support.
- Partnerships with parents are good. Parents speak very highly of the childminder and appreciate the high-quality care their children receive. They say they have daily communications about their child's day and developmental milestones. The childminder also provides parents with ideas of how they can further support children's learning at home. Parents comment on the good progress their children make during their time with the childminder and how keen their children are to attend.

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:

- strengthen the implementation of the curriculum for younger children to provide them with activities that are more precisely matched to their learning needs
- provide children with more time to recall information and answer questions before asking further questions to continue to develop children's communication skills.

Setting details

Unique reference number	EY260897
Local authority	Reading
Inspection number	10380299
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 June 2019

Information about this early years setting

The childminder registered in 2003. She lives in Whitley, on the outskirts of Reading, Berkshire. The childminder provides care between 7am and 5.30pm, Monday to Friday, for most of the year. The childminder holds a relevant level 3 qualification. She provides funded early education for children aged from nine months up to four years.

Information about this inspection

Inspector
Mandy Cooper

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector and the childminder carried out a joint observation of a communication and language 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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