

Childminder report

Inspection date: 26 June 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

The childminder uses praise to promote children's positive behaviour and help them learn right from wrong. She reminds children of her behavioural expectations and how they are in place to keep them safe. Furthermore, she encourages children to use impeccable manners by modelling them herself when she communicates with children. Children remind each other of the childminder's expectations as they say 'please' and 'thank you' as they learn to share and take turns.

Children appear to thoroughly enjoy their time spent in the childminder's welcoming home. They busily explore the wide range of toys and equipment that is readily available for them. The childminder carefully plans her environment to ensure that toys and resources are within reach to encourage children's independent choice. Children demonstrate positive attitudes to learning. The childminder provides play experiences based on children's interests and that build on their knowledge and understanding. For example, children enjoy making elephant models using recycled milk cartons and coloured squares. The childminder expertly weaves learning into the activity as children identify colours and shapes.

Children love to spend time with the childminder as they cuddle up to her for stories and nap time. It is fully evident that children feel safe and secure in her care.

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

- The childminder prepares children for the next stage of their learning by broadening their experiences beyond the home. She uses visits to playgroups to offer children chances to interact in larger groups where they learn about, different cultures and customs and become familiar with new social settings.
- The childminder completes two-year-old progress checks which helps her identify delays in children's development. She consults with parents and ensures prompt referrals are made for specialist support. She places an emphasis on developing children's communication and language skills. She models language and extends sentences by adding new words as she plays alongside children. Older children learn to develop their understanding of sounds and the letters they represent. Younger children giggle and babble with delight as they spend time with the loving childminder.
- The childminder encourages children's independence by supporting them to take responsibility for everyday tasks. For example, children use cutlery during meals and independently wash their hands and go to the toilet. They also manage their belongings by placing artwork in their bags and helping to clear the toys away before selecting something else to play with. As a result, children develop important self-care skills and gain a sense of responsibility and respect for the

childminder's belongings.

- The childminder provides opportunities for children to play in groups. She enthusiastically introduces a wide range of props and equipment to get children interested to join in. This works well for most children. However, at times the childminder does not fully differentiate experiences to ensure all children's learning is maximised during this time.
- The childminder weaves in opportunities for children to learn to count and develop their basic mathematical understanding. However, although children begin to acquire some mathematics skills through their play, she does not fully promote this area of learning as well as other areas. This means, at times, opportunities for children to enhance their understanding of mathematics can be limited.
- The childminder aids children's transition into her setting by gathering detailed information from their parents and carers about their routines, interests and needs. She takes time to build trusting relationships with families, helping children and parents feel welcome. Parents appreciate the childminder's regular communication about their children's progress. In addition, she consistently shares strategies to support children's learning at home. For example, sharing ideas on how to support children to learn to regulate their behaviour.
- The childminder demonstrates a strong commitment to professional development, actively engaging in a wide range of training that positively influences the quality of her teaching. She aims to provide the highest standard of care and education. For example, she recently attended training about the curriculum that helps her incorporate and understand different factors that may affect children's cultural environments.

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:

- improve whole group activities to ensure all children's learning is maximised and tailored to better meet their needs
- develop expertise in teaching early mathematics to help to deepen and expand older children's understanding of mathematical concepts.

Setting details

Unique reference number	EY300332
Local authority	West Berkshire
Inspection number	10394802
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	26 September 2019

Information about this early years setting

The childminder registered in 2005. She lives in Tilehurst in Reading, Berkshire. She operates her childminding service from 8.30am until 5pm, Monday to Thursday, all year round. The childminder provides early education funding for all eligible children in her care.

Information about this inspection

Inspector

Chris Lamey

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector and the childminder carried out a joint observation.
- Parents and carers shared their written 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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