

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

Children are very settled in the childminder's warm and welcoming home. The childminder spends time getting to know the children and their families. She invites parents and children to attend settling-in visits. This helps her to gather information about their children's interests and care routines. The childminder uses this information to develop a secure trusting relationship with the children.

The childminder prioritises the development of children's communication and language skills within her curriculum. She frequently names objects children play with to develop their growing vocabulary, for instance, as children pretend to make a pizza in the role-play kitchen. The childminder says 'pizza cook'. Children excitedly put their pizza in the pretend oven and twist the switches around. Furthermore, the childminder introduces more complex sentences for older children as they talk about the different temperatures on the oven. The childminder is skilful as she supports children to engage in meaningful conversations and use a range of vocabulary. This helps children to become confident communicators.

Children's behaviour is good. The childminder plays alongside children and helps younger children to share their resources as they play. For instance, younger children pass older children their pretend pizza slice. She is skilful and encourages them to share and take turns with toys.

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

- The childminder has high expectations of children's learning. Overall, she knows the skills that she wants to teach children before they leave her setting. For example, she helps children develop their independence as they put their shoes on before going outside. Furthermore, older children confidently take themselves to the toilet. However, on occasions, the childminder does not ensure a balance between child-led play and adult-initiated activities to provide further structure to their learning. For instance, she focuses more on what the children are interested in and, therefore, it is not always clear what new skills and knowledge she wants the children to acquire.
- Children enjoy creative activities. The childminder provides various pens and paper for the children to choose from. Children decide to colour a rainbow. The childminder teaches children about the different colours they will need to use. Children are proud of their creations, and they say 'that their picture is the same as their rainbow shoes'. Furthermore, children concentrate as they peel off stickers to create pictures. This helps children develop the small muscles in their hands for later learning.
- The childminder teaches children to be kind and respectful of the family dog. For instance, children sit with the dog and gently pat her back. The childminder

ensures that she supervises children and praises them for being gentle and kind. This helps children learn how to take care of other living things.

- Familiar routines help children develop their behaviour and understand what to expect throughout the day. For instance, without prompting, children help the childminder tidy away their toys before mealtimes. Children listen well to the childminder, who is warm in her interactions. This supports children's positive behaviour.
- The childminder includes mathematics in children's play. She teaches children about simple addition. For instance, the childminder asks the children to count how many bricks they have, and children confidently count to seven. The childminder challenges children's thinking and asks children how many more bricks they need to make 10. Children concentrate as they continue to count three more bricks. This deepens children's understanding of mathematical concepts, such as numbers and counting.
- Partnerships with parents are good. The childminder regularly shares information about their children's activities to support their learning at home. Furthermore, she has developed links with other settings. The childminder regularly shares and gathers information from the other settings that the children attend. This contributes to the continuity of children's care and education.
- The childminder reflects on her practice regularly and completes mandatory training. However, she does not carefully target her professional development to enhance her teaching skills to help older children learn best. This means, sometimes, older children are not always motivated and challenged by some of the activities.

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:

- enhance the curriculum intent to consistently extend and challenge older children's learning
- identify a precise plan for ongoing professional development to strengthen teaching.

Setting details

Unique reference number	EY331797
Local authority	Wokingham
Inspection number	10399274
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	26 November 2019

Information about this early years setting

The childminder registered in 2006 and lives in Woodley, Reading. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. 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 her home and explained how she organises her curriculum.
- The inspector observed children playing and learning. The childminder observed an activity with the inspector.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- Parents provided written feedback for the purpose of the inspection.
- The childminder showed the inspector a range of documents, relating to the suitability of those living on the premises.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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