

Childminder report

Inspection date: 21 May 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children thrive in the childminder's nurturing and homely environment. They are happy, settled and secure in her care. For example, if children get a little upset, they are attentively comforted and reassured by the childminder and soon settle. The childminder is a good role model with a highly positive outlook. She sets clear and consistent expectations that support children's good behaviour.

The childminder's broad and varied curriculum is designed to reflect children's needs. She thoughtfully incorporates children's learning into daily routines to promote their independence. For example, children are encouraged to manage their own self-care, such as washing their hands thoroughly before mealtimes and feeding themselves. These types of experiences help to equip children with essential life skills they need for their next stage in education.

The dedicated childminder gives children's emotional well-being a high priority. She forges close relationships with them and their families from the start. This helps to foster a secure foundation for children's learning. The childminder adapts her resources to align with children's evolving interests. This motivates children to follow and expand their interests during their spontaneous play. For instance, older children enjoy identifying the numbered labels and referencing factual books about dinosaurs. They listen attentively as the childminder shares interesting information and recall key facts about their favourite dinosaurs with interest and enthusiasm.

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

- Outdoor learning is a key strength of the provision. The childminder organises a range of daily outings in the local area. Children access an array of real-life opportunities that they may not have experienced yet. For example, the childminder organises trips to farms, local parks and woodland areas. These types of hands-on experiences in the natural world intrigue children and broaden their social interactions when meeting people from different walks of life.
- A strong culture of developing children's love for books is clearly evident. Children's interest is captured as soon as the childminder begins to share a story. They have firm favourites, such as 'The Gruffalo' and 'The Very Hungry Caterpillar'. These stories are used to successfully enhance children's language development. Older children begin to understand and use more complex words, for example they wrap a toy caterpillar in silky cloth and say, 'This is a cocoon.' Regular visits to the library further promote a love of reading, which is highly valued by parents and continues at home.
- The childminder has a clear vision for children's learning outcomes and demonstrates strong practice in some areas, such as communication and language. She effectively sequences learning to support children's vocabulary

development from simple to more complex use. For example, younger children successfully use words related to size, such as 'big' and 'small', in their play. Older children impressively display a wider vocabulary to describe objects by size, such as 'enormous' and 'gigantic'. However, the childminder's curriculum planning and delivery are not consistently sequenced across all areas of learning. In some areas, there is less clarity on how individual children's learning builds progressively from their current stage in development. This has an impact on children's overall progress.

- Children's health and physical well-being are actively supported. The childminder holds meaningful discussions with children about healthy routines. This helps them develop an awareness of the importance of keeping fit and well. For example, children know about when to brush their teeth and when to wash their hands. In addition, the childminder understands the crucial role of closely supervising children as they eat, to ensure their safety.
- The childminder helps every child feel included and plans some activities to raise their awareness of other cultures. For instance, she sets up art and craft activities to help explore different celebrations, such as Easter and VE Day. However, the childminder does not routinely widen children's learning across different cultures to help them better understand and fully appreciate the differences between their own and others' ways of life.
- Partnership working with parents and local childminders is strong. The childminder establishes links with other local childminders, and together they run a weekly play group, which children attend. The childminder seizes opportunities to provide practical tips on how parents can support their children's learning at home, including ways to develop good routines for their children's sleep and eating. Children benefit highly from this shared approach to further enhance their learning and care needs.

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 knowledge and delivery of a well-sequenced curriculum to ensure all areas of learning are coherently planned to meet the needs of individual children
- embed rich and meaningful opportunities to explore diversity in everyday experiences, to promote a deeper understanding of different cultures and communities.

Setting details

Unique reference number	EY337537
Local authority	Wokingham
Inspection number	10398487
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	5
Date of previous inspection	24 October 2019

Information about this early years setting

The childminder registered in 2006 and lives in Wokingham, Berkshire. The childminder works Monday to Friday, 8am to 5.30pm, for most weeks of the year. She is eligible to receive funding to provide free early education for children aged from nine months to four years.

Information about this inspection

Inspector

Sonia Panchal

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.
- Children spoke with the inspector during the inspection.
- 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 and the childminder carried out a joint observation of a group 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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