

Childminder report

Inspection date:

8 September 2025

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The experienced childminder creates a warm and welcoming environment where children feel at ease. She works closely with families to gain a secure understanding of children's starting points and gets to know them very well. The childminder plans activities and resources to support children's interests and the next steps in their development. For instance, she sources a pop-up fire engine as children are keen to act out a trip to the local fire station. Children feel safe and secure. They confidently move around the childminder's home, choosing from the wide range of toys and resources that spark their curiosity. Children gesture to the childminder or ask her for help when they need it and happily enjoy cosy cuddles with her.

The childminder helps children to understand expectations. Her calm manner ensures that children feel relaxed and comfortable. She offers regular praise for positive behaviour choices and celebrates children's achievements with enthusiasm. For example, she celebrates with children as they find hidden dinosaurs while painting stones accurately and carefully. This helps to support children's self-confidence and overall well-being.

The childminder supports children's communication and language development well. She narrates children's play and repeats tricky words to help them understand the correct pronunciation. Children enjoy a range of books and stories, and the childminder reads to them each day. She adds interesting resources to encourage children's engagement. For instance, children pretend to shop using pictures of trolleys and baskets of food as the childminder reads a story about shopping.

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

- The childminder plans an engaging curriculum and considers children's prior experiences and what they need to learn next. She observes children closely and tracks their development effectively. This helps the childminder to identify any gaps in children's knowledge and skills. She implements strategies to support these areas, which helps to narrow any gaps. As a result, children make good progress from their starting points.
- The childminder promotes children's language skills effectively. She consistently models new and ambitious language, taking time to explain the meaning of new words that she uses. For instance, while walking to school, the childminder explains the difference between tree roots and sticks that children notice. When children sneeze three times, she offers the word 'triple' in her description, going on to explain that this means 'three'. As a result, children learn and use lots of new words.
- The childminder is an excellent role model. She demonstrates kindness and care

and explains why this is important. For instance, she explains how older children should be patient with babies as they are learning from their older peers. These include skills such as turn taking, patience and sharing with others.

Consequently, children learn important social skills.

- The childminder promotes children's good health. They discuss healthy food options at snack times, and children enjoy daily outdoor play where they are physically active and breathe fresh air. Regular walks in the local area offer lots of opportunities for children to learn about nature. The childminder teaches children not to touch berries and to be quiet when approaching birds, squirrels and other animals so as not to scare them. This also helps children to learn different ways to keep themselves safe.
- Partnerships with parents are strong. Parents report high levels of appreciation and gratitude. The childminder keeps them updated about daily activities and about the progress their children are making. She provides parents with helpful advice about how to support their children in reaching the next milestones in their learning. This helps to support the consistency of children's care and learning.
- The childminder offers a wealth of experiences that children enjoy and gain new knowledge and skills from. However, she does not consistently support children to learn about each other's families or about other cultures. Consequently, children's understanding of communities beyond their own is limited.
- The childminder is committed to her professional development. She regularly sources and completes training to expand and enhance her current skills and knowledge. This helps her to provide high-quality care for children.

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:

- develop planning further to add depth to children's understanding of people and communities beyond their own.

Setting details

Unique reference number	EY345383
Local authority	Bracknell Forest
Inspection number	10407741
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	0 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	16 January 2020

Information about this early years setting

The childminder registered in 2006 and lives in Bracknell, Berkshire. Session times are from 8am to 6pm, Monday to Thursday during term time. Care arrangements are offered during school holidays as required. The childminder offers government-funded places for childcare and early education.

Information about this inspection

Inspector

Zoe Abraham

Inspection activities

- The inspector observed the quality of education provided and assessed the impact that this is having on the children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- Parents shared their views on the setting with the inspector through written and verbal feedback.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector tracked the experiences of the children and observed activities and interactions.

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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