

# Childminder report

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Inspection date:

29 September 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The experienced childminder is nurturing, calm and caring towards the children. She forms close relationships and interacts warmly with them. The childminder has flexible routines that fit around children's personalised care needs, especially those of babies. This helps children to settle in quickly. Children become highly absorbed in the exciting activities set up for them. For example, they develop their hand-eye coordination as they use magnetic tiles to create different structures. Children are fascinated by the magnetic properties of the tiles and delight in the way they snap together. The childminder gives lots of praise and encouragement, supporting children's confidence and self-esteem.

The childminder carefully constructs an ambitious curriculum that is tailored to meet the individual needs of all children. She offers children rich and varied experiences to connect with the natural world. For instance, children enjoy using binoculars to look for birds in the childminder's garden. They show immense delight when they notice pigeons perching on the nearby rooftop. Children take part in regular forest school sessions to further enhance their understanding of the natural world. These hands-on experiences foster awe and wonder.

The childminder has high expectations for children's behaviour. For example, she reminds them to tidy away toys before starting a new activity. Children of all ages join in and follow these instructions with ease. This helps them learn to respect their environment and develop an understanding of right and wrong.

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

- The childminder knows the children very well and uses this knowledge to plan an exciting and purposeful curriculum. She recognises the importance of developing children's small-muscle strength in readiness for early writing. For instance, children practise their dexterity and coordination as they pour water and squeeze bottles of coloured water. These learning opportunities help children to make good progress in their physical development.
- The childminder is proactive in keeping her knowledge and skills up to date. She attends webinars, online training, and shares good practice with other childminders. For instance, recent training has broadened her understanding of how to support children's communication and language effectively.
- The childminder effortlessly weaves early mathematical concepts into children's everyday play and interactions. Children learn to count in sequence and recognise and name shapes and colours. The childminder provides praise and encouragement as children complete puzzles. However, through her enthusiasm to help children succeed, the childminder does not consistently give children enough time to work out how to solve problems or think of different ways of

doing things for themselves.

- The childminder effectively supports children's early language skills. She models language well, introduces key vocabulary, and repeats words and phrases to reinforce understanding. For instance, she models words such as 'pine cone' and 'acorn' as children explore items they collected during an autumn scavenger hunt. The childminder sings songs, reads exciting stories and narrates children's play. This helps children to be confident communicators.
- The childminder has excellent relationships with children. She joins in with their play and supports and guides them effectively. For instance, children delight in using bottles and cups to transfer coloured water. They laugh and giggle with the childminder as they discuss the colours they can see. Children develop a sense of belonging in the childminder's home.
- The childminder helps children to develop healthy lifestyles. Children learn how exercise and certain foods are good for them. The childminder provides plenty of opportunities for children to enjoy fresh air and exercise. For example, they play in the well-resourced garden and frequently visit parks and woodlands.
- Children develop an awareness of diversity through the childminder's use of stories, books and spontaneous conversations. They see positive images that reflect diversity and learn about well-known cultural celebrations, such as Diwali. Children are respectful and appreciate diversity.
- Parents speak highly of the childminder, describing her as an integral part of the family. They receive regular updates on their children's progress and how they can support them at home. Parents appreciate the advice and support she gives them. For instance, with important life events, such as preparing for a new sibling. The childminder provides relevant resources and supports children to understand what babies need.

## 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:**

- give children time to think of their own solutions to problems to help them improve their problem-solving skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY365053                                                                          |
| <b>Local authority</b>                             | Bracknell Forest                                                                  |
| <b>Inspection number</b>                           | 10407820                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 4                                                                            |
| <b>Total number of places</b>                      | 5                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 20 January 2020                                                                   |

## Information about this early years setting

The childminder registered in 2007 and lives in Sandhurst, Berkshire. She operates Monday to Thursday from 7.30am until 5pm. The childminder holds an appropriate level 3 childcare qualification. She provides government funded early education for children.

## Information about this inspection

### Inspector

Sarah Richards

### Inspection activities

- The childminder showed the inspector around her home and explained how she organises her curriculum.
- 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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.

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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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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