

# Childminder report

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Inspection date: 24 April 2025

| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Outstanding        |

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

### **The provision is outstanding**

Children are extremely happy with this awe-inspiring childminder. The rich and well-sequenced curriculum provides children with great opportunities and experiences. For example, children show an amazing attitude to learning as they compare the sizes of cars and trucks, deciding which ones will travel the fastest down ramps. They watch in sheer excitement as they add water to the ramps and liken the activity to a water flume they recently rode on in a local theme park. The nurturing childminder creates a captivating environment and prompts children to think deeply during activities and make choices about what they would like to access next. Children are confident, and they explore their learning environment with enthusiasm. They quickly develop highly positive attitudes to learning and demonstrate they feel safe and secure with the childminder.

The dedicated and passionate childminder provides a warm and welcoming environment. Children thrive in her care and are extremely well prepared for their next stage in learning. The childminder knows each of the children remarkably well. She knows what they need to work on next through completing very detailed assessments. This helps to ensure that every moment is turned into a valued learning opportunity.

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

- The childminder places a very high emphasis on connecting children with the community. Children regularly visit a local care home, where they share stories and participate in various activities with the residents, such as balloon play and singing. This provides children with a valuable experience to interact with different age groups. In addition, children learn to take reasonable risks and have unique opportunities, such as making 'bush fires' when visiting other childminders' homes. Children attend a variety of playgroups, where they meet with other childminders. They also visit parks, libraries and the farm, and they spend time outdoors every day.
- Support for children's physical development is highly effective. Children enjoy an extensive range of activities that support their small- and large-muscle development. The childminder expertly plans and delivers an extremely well-sequenced curriculum. For example, older children use spray bottles to experiment with coloured tissue paper, and younger children are given brushes to develop their pincer grip. As children play, they identify colours and show an extensive knowledge of colour mixing and shades. For example, they comment that some colours are light or dark blue and discover that as the colours run they make purple.
- Children behave exceptionally well. They are encouraged to tidy away the toys before moving on to the next activity. The childminder excitedly asks children to

help her to tidy away. She encourages them to see who can tidy away the quickest counting back from 10 to one. This helps to motivate children, and they enjoy working together as a team, delighting in the praise that is frequently given.

- The childminder fosters a love of reading. She introduces children to books and stories that are carefully chosen to reflect each child's stage of development. This helps to introduce children to new language. In addition, children anticipate which picture card they will select from a song bag, eagerly joining in with well-known songs and rhymes. Children make links to prior learning and things they have learned from home. The childminder pauses to allow children to complete sentences and refrains, which they do with impressive confidence. Opportunities such as these develop children's communication and language skills extremely well.
- Parents feel incredibly well supported to contribute to their child's learning and development. They praise the childminder and refer to her as having a 'remarkable dedication to her role'. The childminder regularly shares detailed information about each child's progress with their parents. She keeps them up to date at every step of their child's learning journey. Parents recognise the passion that the childminder has for her role and appreciate the wide variety of experiences their children have in her care. They develop close and trusting bonds with her.
- The childminder is extremely passionate about her role. She strives to make improvements and reflects daily on what the children have done and how she can support them further. The childminder is reflective of her own practice and strives to make improvements to her own knowledge and provision. For example, she has recently attended training to help her to support children who may have any special educational needs and/or disabilities. This has helped her target the delivery of her curriculum precisely to fully meet the individual needs of all of the children attending.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY425306                                                                          |
| <b>Local authority</b>                             | Bracknell Forest                                                                  |
| <b>Inspection number</b>                           | 10388725                                                                          |
| <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> | 1 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 16                                                                                |
| <b>Date of previous inspection</b>                 | 24 July 2019                                                                      |

## Information about this early years setting

The childminder registered in 2011. She lives in Sandhurst, Berkshire. She works from Monday to Thursday, from 7.30am until 5.30pm, and on Fridays, from 7.30am until 8.45am. She accepts funding for the provision of free early education for children aged nine months to four years old. The childminder has a relevant qualification at level 3.

## Information about this inspection

**Inspector**  
Chris Lamey

## Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- 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 observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector took account of parents' written views.
- 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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