

Childminder report

Inspection date:

9 April 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The childminder is committed to delivering a high-quality service. Improvements made since the last inspection have had a positive effect on children's health and well-being. However, variations in the quality of education remain. Some activities are well thought out and engage children successfully. Others lack challenge and do not build on what children already know and can do. This affects children's progress over time, which requires further improvement to be good.

Overall, children enjoy their time with the childminder and her assistants. The childminder creates a predictable daily routine, which contributes effectively to children's sense of familiarity and security. She uses her good knowledge of children's individual needs to promote their confidence and well-being. The childminder has established warm and nurturing relationships with children who benefit from cuddles and good levels of individual attention. She successfully supports children to manage their feelings and behaviour, through sensitive explanations and consistent expectations. However, weaknesses in the quality of education impact on children's level of resilience overall. Children do not consistently receive the support they need to persevere when activities do not initially engage their interest or when adult support is not specific enough.

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

- The childminder has accessed support from the local authority to strengthen the quality of the education provided for children. This has supported her to make some improvements. However, she does not have a fully secure understanding of all aspects of her role. For example, the childminder does not understand how to target additional funding to improve outcomes for those children who are eligible. Although the childminder provides a broad range of activities, overall, the curriculum is not precisely designed to reflect children's individual needs. While children receive a lot of information, this is not sequenced in a way that enables them to make links with what they already know. This does not help children to become motivated, independent learners.
- The childminder employs a number of assistants who work alongside her. She provides them with some useful support and guidance, which enables them to meet children's care needs well. However, the gaps in her understanding of how to support children's learning mean that the guidance she provides for assistants in this area is less effective. This impacts on the quality of the support children receive to extend their learning during activities.
- Children's communication is suitably supported. The childminder introduces new words to younger children to extend their early language skills, although there is less focus on extending older children's vocabulary. Children respond with great enthusiasm as they take part in the daily song time. They follow instructions well

and energetically dance in time to the music.

- The childminder has successfully focused on improving the arrangements to promote healthy lifestyles. She ensures there is oversight of opportunities that promote children's physical development, confidence and curiosity. She has recently introduced trips to the local allotment, where children help to plant and cultivate fruits and vegetables. The childminder follows suitable routines to promote children's good health, such as helping them to wash their hands before eating. Children learn about the importance of brushing their teeth. The childminder plans for further improvement, including increasing children's access to a wider range of healthy food options through the provision of snacks.
- Overall, the childminder provides some support for children to develop their self-care skills. For example, she encourages children to put on their coats and provides opportunities for them to pour drinks. However, there is less focus in the curriculum on helping children practise the skills they need to do other tasks independently. For example, children are not sufficiently encouraged to open and arrange the contents of their lunch boxes. This limits older children from developing skills they will need in readiness for moving on to the next stage in their education. Additionally, younger children lack support when attempting to use cutlery to feed themselves. As a result, children do not gain good levels of confidence to do these tasks for themselves.
- The childminder establishes effective partnerships with parents. She ensures a good exchange of information. For example, parents receive information via an app that includes photos and written information. They are encouraged to become involved in initiatives such as healthy lunch boxes.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
strengthen the delivery of the curriculum to ensure all children consistently benefit from high-quality teaching and adult interactions	25/06/2025

focus the curriculum intent more sharply on the individual needs of the children so learning opportunities build on what the children know and can do already.	25/06/2025
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Setting details

Unique reference number	EY430995
Local authority	West Berkshire
Inspection number	10360912
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 7
Total number of places	24
Number of children on roll	21
Date of previous inspection	3 July 2024

Information about this early years setting

The childminder registered in 2011. She lives in Theale, Berkshire. The childminder works with a number of assistants. She provides childminding for most of the year, Monday to Thursday from 7.30am to 6pm and on Friday from 7.30am to 4.30pm. The childminder holds a recognised early years qualification at level 2. She provides government funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector

Melissa Cox

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.
- 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 craft activity.
- The inspector talked to the assistants at appropriate times during the inspection and took account of their views.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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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