

Childminder report

Inspection date:

22 September 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder maintains a clean, safe and welcoming environment for children, indoors and outdoors. She organises a wide range of resources, enabling children to independently select their activities. The childminder recognises the importance of delivering a broad and balanced curriculum that includes various educational experiences for children. She actively supports children's well-being by getting to know each child and their family before they settle into the setting. The childminder builds strong and loving relationships with children, ensuring that they feel safe and secure.

The childminder creates a stimulating environment that encourages children to explore and engage. Children display confidence and friendliness. The childminder models positive behaviour. She teaches children to listen, communicate effectively and show care for others. Children respond positively and successfully develop valuable social skills that prepare them for their future.

The childminder provides engaging activities that capture children's attention, such as using the water tray to encourage children to explore and enjoy their play. However, she often redirects them by introducing chalking or the sandpit, even when they wish to continue with their chosen activity. This guidance sometimes interrupts children's independent exploration and limits their ability to fully pursue their curiosity and imagination.

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

- The childminder accurately assesses children's progress. She regularly observes children and demonstrates a strong understanding of their interests and next steps in learning. Using this information, the childminder supports their ongoing learning and development effectively. Children approach learning with enthusiasm and readiness. They make good progress from their starting points in development.
- The childminder organises outings and encourages children to engage actively with the local community. She uses these experiences to help children to develop valuable social skills. For example, children regularly visit the local library and parks.
- The childminder is committed to her role and ongoing professional development. She makes good use of online courses, research and networking opportunities with other professionals. This helps to give her a deeper understanding of children's development.
- The childminder plans purposeful activities that sustain children's interest and engagement. She weaves the curriculum into play, for example, using toy farm animals and related resources to prompt discussion and develop language skills.

Through effective questioning, she encourages children to describe animals, discuss their habitats and sounds and share their observations.

- Partnerships with parents and carers are very effective. The childminder builds positive relationships with them. She completes progress checks on children and regularly shares this information with parents to enable them to extend their children's learning at home.
- The childminder initiates purposeful conversations with children to check their understanding and extend their learning. However, she sometimes interrupts their play, moving them on to different activities and experiences before they have fully explored their own interests. As a result, children have fewer opportunities to develop independence and make choices in their learning, as the childminder does not prioritise children's self-directed play.
- Children demonstrate good behaviour. The childminder sets high expectations for how children behave and conduct themselves. She proactively introduces strategies and takes appropriate actions to support children who find it difficult to regulate their behaviour. As a result, children learn to manage their feelings and recognise how their actions affect others.
- The childminder collaborates actively with parents and other settings that children attend to ensure consistent care. She shares regular updates about each child's progress, keeping parents well informed and engaged in their child's development.

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:

- plan opportunities to provide children with increased uninterrupted time for self-directed play, so they can build their independence, and fully engage and extend their learning.

Setting details

Unique reference number	EY431113
Local authority	Wokingham
Inspection number	10408259
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	29 January 2020

Information about this early years setting

The childminder registered in 2011 and lives in Woodley, Berkshire. She operates during term time, from 8am to 5pm, Monday to Friday. The childminder holds qualified teacher status and a childcare qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Rochelle Anderson

Inspection activities

- The inspector viewed the indoor areas and the garden that are used for purpose of providing childcare.
- The childminder and inspector completed a learning walk to understand how the setting and curriculum are organised.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- The childminder spoke to the inspector about their learning intentions for children.
- The inspector took account of the views of parents through written feedback provided.
- The childminder and the inspector undertook a joint observation of an activity and had a discussion.
- The inspector held a safeguarding discussion 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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