

Childminder report

Inspection date: 20 June 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident in the childminder's welcoming home. They greet visitors cheerfully and settle quickly into activities. The childminder offers various engaging experiences, such as water play, play dough, cars and chalkboards. These experiences help to capture children's interests and promote focus. Her well-planned curriculum builds on what children enjoy, helping them to stay motivated and make meaningful progress.

Children respond well to the childminder, who has high aspirations for children's behaviour. She is a good role model and encourages children to share and take turns. For instance, the childminder calmly supports children to take turns with a teapot. She consistently praises children for their efforts during activities. This helps children to develop resilience and self-belief. Children are very friendly and demonstrate high levels of confidence.

The childminder supports children's communication skills well. She interacts purposefully with children and introduces new vocabulary during conversations. For example, she skilfully repeats sounds so children can hear the beginning of words, such as 'd' for 'dog'. She also fosters a love of reading by sharing familiar stories with children. They sit together and read their favourite books for long periods. This contributes to children's language skills and helps them to become effective communicators.

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

- This friendly and experienced childminder uses her observations and knowledge of each child to plan a well-structured curriculum. She carefully tracks their development and tailors activities to support their next steps in learning. For example, she encourages children to paint with water on the ground to promote physical development. Children show high levels of curiosity and are motivated to join in. They thrive in the setting and make strong progress in their learning.
- Mathematics is embedded throughout daily activities. The childminder skilfully models the use of numbers during play, such as encouraging children to count ducks on a page. Children proudly count to five independently, while others are gently introduced to simple addition for added challenge. Children are developing strong early mathematical skills in preparation for future learning.
- Overall, the childminder ensures her practice is inclusive. Children learn about some festivals and events, such as Easter. However, the childminder does not always offer children opportunities to learn about cultures, languages and religions outside of their own communities. This does not help children to learn about their similarities and differences.
- The childminder builds positive relationships by understanding each child's

unique personality. This enables her to plan activities that engage and interest them. For example, children spend long periods playing with play dough, giggling as they share their creations. Her skilful blending of learning and play fosters positive attitudes towards both.

- Overall, the childminder promotes good hygiene and a healthy lifestyle. She enthusiastically talks with children about the importance of handwashing. They manage their hygiene routines independently. However, the childminder has not yet fully introduced teaching children other ways to stay healthy into the curriculum. For instance, while she supports parents in providing nutritious food, children have fewer opportunities to learn which foods and activities are healthy and how this helps their bodies.
- A real strength in this setting is how the childminder supports children with special educational needs and/or disabilities (SEND). She is passionate about ensuring that children with SEND achieve their full potential. The childminder adapts her interactions to help children with SEND to self-regulate, such as allowing children time and space when needed. This ensures all children make the best possible progress.
- The childminder evaluates her practice daily, reflecting on successes and areas for improvement. For example, she quickly adapts activities when children show different interests than those planned. The childminder attends regular training, and she networks with other childminders to continually enhance her skills. This leads to ongoing improvements in her teaching.
- Partnerships with parents are strong. Parents value the daily updates about their children's learning and development. They describe the childminder as 'supportive, communicative, friendly, approachable, patient and bubbly'. Parents appreciate her personal touch and the memorable experiences she provides for their children. These close bonds help ensure consistency in care and learning.

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:

- extend children's opportunities to learn about other people's similarities and differences outside of their own communities and experiences
- enhance teaching to support children's understanding of healthy lifestyles even further.

Setting details

Unique reference number	EY467924
Local authority	Bracknell Forest
Inspection number	10398572
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 12
Total number of places	6
Number of children on roll	8
Date of previous inspection	30 October 2019

Information about this early years setting

The childminder registered in 2014 and lives in Bracknell, Berkshire. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder accepts 15 and 30 hour entitlement funding.

Information about this inspection

Inspector

Mandy Cooper

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 childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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.
- 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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