

Childminder report

Inspection date: 7 August 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 extremely happy and at ease in the childminder's care. They confidently explore the toys and communicate their wants and needs. The childminder provides a range of resources for the children, and they are keen to invite the childminder into their play, which she positively responds to. She sits with the children when they roll cars down the ramp, builds towers with blocks and read to them when they bring her a book. The childminder's quality interactions help children engage in their learning and concentrate well, such as when they persevere to build towers with blocks. The childminder praises them for their achievements. When the towers fall down, they keep trying to succeed. This helps children build resilience.

The childminder is clear about her curriculum and what skills and knowledge she wants the children to learn in readiness for school. She plans experiences based on their individual interests and needs. She monitors children's progress carefully and supports them to catch up when she identifies any gaps in their learning.

The childminder offers children lots of opportunities to explore their local community. For instance, they attend a residential home for the elderly and toddler groups, which offers them more experiences to interact and socialise with people of various ages. This supports children's social skills effectively.

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

- The childminder is committed to her professional development. She has attended an early years professional development course. She has introduced additional ways to support children's speech and language as a result, and this has had a real benefit on children's development. For example, she gives children time to think and respond to her comments and questions and has introduced hand signs to support children's communication.
- Parents report they are extremely happy with the progress their children have made since attending the childminder. They say they are kept up to date with their children's progress and know what the childminder is helping them learn next. Parents say their children have made friends and become more confident.
- The childminder reflects on her practice and identifies areas for development based on the children's learning needs. She has and continues to develop her knowledge of basic hand signs and shares these with parents. This helps consistency between her setting and home to support children's communication skills successfully.
- Children's behaviour is very good. The childminder helps children learn to play together and to share and take turns. She helps children to learn to talk about their feelings, such as through using books and soft toys.

- The childminder provides children with regular opportunities to practice their physical skills. In the garden, children climb, run, crawl and balance. They paint the fence with water to support their hand to eye coordination. The childminder also takes children to local parks and the forest. This enables children to use large apparatus and to explore the natural world.
- The childminder promotes children's communication and language effectively. She models language, narrates children's play and introduces new vocabulary. Children become confident to practice their communication skills. They babble confidently and repeat single words, showing enjoyment in their learning.
- The childminder talks to parents about children's packed lunches and encourages healthy eating. For example, she has shared how much sugar and salt has been in children's lunches to help parents understand the importance of giving their children fresh foods rather than processed. The childminder ensures parents know what their children have eaten daily.
- The childminder supports children to develop a love of books. At a young age, they choose books, sit and hold them correctly and turn the pages, pointing to the pictures. The childminder names the animals in the pictures and the noises they make, encouraging the children to repeat these, which they do. This supports children's developing vocabulary effectively.
- The childminder understands the importance of liaising with other settings children attend to share information about children's development to promote consistency. However, she has not ensured parents are aware of the importance of giving her permission to do this, to check children's development between the settings they attend.

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:

- help parents understand the importance of liaising with other settings children attend to share information about their development to ensure consistency in their learning and development.

Setting details

Unique reference number	145395
Local authority	Wiltshire
Inspection number	10414966
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	26 February 2020

Information about this early years setting

The childminder registered in 1995. She lives in Marlborough, Wiltshire. She cares for children on weekdays throughout the year from 7.30am to 6pm. She receives government funding for the provision of early education for children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Charlotte Jenkin

Inspection activities

- The inspector viewed the provision and observed the safety and suitability of the premises.
- The childminder showed the inspector some documentation, including training certificates.
- The inspector interacted with the children during the inspection.
- The childminder spoke to the inspector at appropriate times during the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector observed an activity that the childminder carried out with the children and discussed this with the childminder.
- The childminder talked to the inspector about her curriculum and intentions for children's learning.

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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