

Childminder report

Inspection date:

8 September 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

The highly experienced childminder is successful in implementing an incredibly motivating curriculum, prioritising children's communication. She seamlessly weaves her curriculum through all activities and new experiences for children. This translates effectively into a curriculum that is ever evolving, ensuring that children gain fundamental skills for future learning. Younger children demonstrate superb fine motor skills as they meticulously place small figures into seats of small cars. Older children show excellent pencil control when colouring, in preparation for school.

Children engage in purposeful, sustained interactions with the childminder, ensuring that their learning is maximised. For example, using a circle made from dough, the childminder demonstrates how to make a 'cylinder' and cuts this in 'half', showing the circle shape inside. Younger children confidently count to 10 and recognise two-dimensional shapes. Children develop excellent early mathematics skills. The childminder supports children to revisit and recall their learning. For example, they talk together about their senses and what they heard and smelled that morning. Children recall the 'smelly' bin lorry and the police car, making secure connections with their own experiences.

The childminder sets clear, consistent expectations and acts as an excellent role model. Children respond positively, displaying commendable behaviour. The childminder encourages children to collaborate to learn about sharing. This creates a harmonious environment where children can fully immerse themselves in their learning. The childminder expertly supports children to understand their emotions, helping children to vocalise what they need when they are feeling frustrated. For example, she asks, 'What do you need?', and younger children say 'more ducks'. Children develop self-regulation skills from a young age.

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

- The childminder has an extensive understanding of how children learn. She applies this skilfully to children's spontaneous learning moments. For example, she encourages children to use their critical thinking skills when demonstrating how to put six squares together to make a cube. The ambitious curriculum is tailored to children's individual needs, interests and what they need to learn next. The childminder uses robust assessment to support children's continuous learning. Children make rapid progress.
- The childminder superbly supports children's early literacy skills. Children benefit from access to a wide range of books and thoroughly enjoy stories. Children relish in choosing books, cuddling up with the childminder and listening intently to the story. Children immerse themselves in discussions as they relate their own

experiences to what they see in the book. For example, when they spot a boat and talk about holidays, younger children begin to sing 'Row, Row, Row Your Boat'. The use of associated stories and literacy further deepens their understanding.

- Children develop excellent communication skills. They join in with everyday conversations, building on their early vocabulary. The childminder listens intently so that children feel that their thoughts are valued, encouraging them to speak more. She introduces new vocabulary consistently. Children display a rapidly increasing vocabulary for their age. For example, younger children name various types of transport, including 'excavator' and 'crane'.
- The childminder helps children to develop excellent levels of independence and an awareness of how to live a healthy lifestyle. She recognises the importance of good nutrition, fresh air and exercise on children's physical and mental health. Children have ample opportunities to develop their larger physical skills. Younger children run, balance and ride bikes in the garden. Children learn about healthy foods, and the processes of growing these, when visiting their allotment.
- The childminder plans regular activities in the community, such as visits to weekly playgroups, exploring the wild river reservoir, visits to the local residential care home and many more extensive visits. These rich experiences contribute to children's understanding of the different people in the community and prepare them for life in modern Britain.
- The dedicated childminder reflects on her provision and strives to continually build on the already positive outcomes for children. She keeps her knowledge up to date with training and by working closely with the local authority. The childminder has recently completed training that has deepened her understanding of mathematics, for example introducing a broader range of contexts, such as quickly recognising the number of objects in a set, to widen children's mathematics skills.
- Partnerships with parents are excellent. The childminder creates an open, informative and honest relationship with parents right from the start. Parents report that they feel extremely well informed about their child's development. They highly praise the knowledgeable and nurturing approach of the childminder. Parents comment on the progression they have noticed in their children's development, particularly around their counting and recognition of letters.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	145763
Local authority	Wiltshire
Inspection number	10399709
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 December 2019

Information about this early years setting

The childminder registered in 2001 and lives in Marlborough. She operates during term time from 7.30am to 6pm, Monday to Friday. The childminder holds a childcare qualification at level 3. The setting provides government-funded places.

Information about this inspection

Inspector

Chelsea Woollard

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 curriculum has been implemented and the impact that this has on the children's learning.
- The children spoke with the inspector during the inspection.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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