

Childminder report

Inspection date: 17 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

The childminder has created a curriculum that supports children to gain fundamental skills. These include confidence and independence, helping to prepare children for their future learning. Babies smile as they begin to explore sounds, shaking maracas and tapping sticks on the floor. Older children develop their hand strength and hand-eye coordination when using scissors to cut paper. Outside, babies enjoy using push-along toys. This helps them to build their stability and strength in preparation for walking. The childminder and the children explore types of dinosaurs, and she introduces new vocabulary, such as 'Stegosaurus' and 'Pterodactyls'. This helps to widen children's language. Babies begin to develop their use of words, saying 'ta' when passing toys to each other. Older children show interest in number cards and begin to subdivide. For example, children recognise there are three dots without touch counting them. Children demonstrate independence. They make choices through their play and learning, wash their own hands and attend to their toileting needs.

The childminder is a positive role model and treats the children with kindness and respect. Newer babies begin to form close attachments with the childminder and seek her out when they become unsettled. The childminder quickly reassures them and offers a cuddle, helping children to feel safe and secure. The childminder weaves expectations throughout her interactions with children from a young age. For example, babies begin to interact with one another, and the childminder gently repeats and gestures 'kind hands'. As a result, children begin to understand what is expected of them.

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

- The childminder knows children well. She has a good overview of children's interests and what they need to learn next. The childminder plans activities that she knows children will enjoy. For example, older children enjoy dinosaur printing. However, at times, the childminder does not fully consider individual ages and stages of development when planning activities to offer sufficient challenge. At these times, children do not show sustained engagement and focus to enhance their learning.
- The childminder assesses children's learning and development, including completing the progress check at age two years. The childminder gathers detailed information from parents, helping to form more precise next steps for children. For example, she shares a developmental checklist with parents at various points as children progress. This helps the childminder to identify any gaps in children's learning. Children make good progress.
- Children are confident communicators. Babies begin to babble, and older children engage in meaningful conversations with the childminder. Children enjoy

stories the childminder has borrowed from the library that are based on their interests. However, the childminder does not consistently ask questions that encourage thinking, reasoning and deeper responses. This means, at times, opportunities for children to develop their critical thinking skills are limited.

- The childminder helps children to understand the importance of developing a healthy lifestyle. For example, children enjoy healthy snacks, such as banana, and ask for more when they have finished. Children have daily access to fresh air and exercise, supporting their physical development and well-being. The childminder shares resources with other childminders in the area to support children's awareness of oral health, including visits from a dental hygienist.
- The childminder provides a range of outings for children in the local community. Children benefit from visits to the local parks, bluebell woods, toddler groups and museums. They meet new people, practise important social interactions and develop a love of learning through fun trips out. Children build on their knowledge of the world around them.
- The childminder takes a reflective approach to her practice, remaining open to feedback and making improvements, where necessary, to enhance the quality of her provision. For example, the childminder works closely with the local authority and is part of a quality support scheme. From this, she is working towards a 'early years reading award'. As a result, the childminder has created a box of baby books that babies can access more freely. This helps them to develop their love of books.
- The childminder uses daily diaries to share information with parents, keeping them up to date with children's progress and care routines. Parents comment on the effective communication in place and the progress their children make, including increased social confidence. The childminder shares ideas to support parents at home, such as tips on toilet training and breastfeeding. This provides continuity in children's learning at home.

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:

- refine the planning and implementation of activities to ensure that they provide age-appropriate challenge for children, helping to develop their focus and engagement skills
- develop questioning techniques during interactions with children, providing more opportunities to deepen learning and extend their critical thinking skills.

Setting details

Unique reference number	161522
Local authority	Wiltshire
Inspection number	10399367
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	29 November 2019

Information about this early years setting

The childminder registered in 2001. She lives in Devizes, Wiltshire. The childminder's husband occasionally works as her assistant. The childminder offers care five days a week, from 7.45am to 6pm, all year round. She holds an early years qualification at level 3. The setting offers 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 children's learning.
- 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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