

Childminder report

Inspection date: 8 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

The childminder knows the children and their families well. She plans children's learning according to their ages and stages of development and based on what children know and need to learn next. The childminder monitors children's progress to ensure that any gaps in their development are addressed. She prepares children well for their next stages of learning.

The childminder organises her curriculum to motivate children to learn and to spark their curiosity. This helps them become increasingly confident and independent. The childminder provides good opportunities for children to learn about the wider world and develop their confidence in new situations. She extends the curriculum with a wide range of interesting and purposeful outings. For example, the childminder takes children to toddler groups, libraries and parks. Children talk about the outings with enthusiasm, showing a range of knowledge gained from them. For example, they describe an outing to the butterfly house and talk about the life cycle of a butterfly accurately.

The childminder demonstrates genuine enjoyment in her work with the children. She is kind, nurturing and responsive to the children's needs. Children are happy and settled. They form strong bonds with the childminder and their peers, which help them to feel safe and secure. Children learn to share and take turns. Children's behaviour is appropriate for their age and stage of development.

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

- The childminder works closely with parents to gain an understanding of children's individual needs and interests. She keeps them informed of children's learning in the setting and shares ideas with them for continuing children's learning at home. Parents' feedback is very complimentary and report on how their children develop in a safe and very enticing learning environment.
- Children develop good communication and language skills. The childminder introduces children to new vocabulary at every opportunity. She extends children's communication skills through conversations, singing and books. Children use a range of vocabulary as they talk about what they are doing and stories they enjoy. For example, they use words such as 'chrysalis', 'cocoon' and 'emerge' accurately in their play. Children respond to the childminder when she asks, 'I wonder what will happen if...?' and 'What do you think?' This ignites children's curiosity, extends their thinking and helps them solve problems for themselves.
- The childminder supports children's personal, social and emotional development well. Children display good levels of confidence and independence as they explore their learning environment. They show a good attitude to their learning.

They concentrate and persevere with their chosen tasks. Children contribute to keeping their environment tidy. They put toys away and set up the table for snacks and lunch. Children are developing good cooperation skills. The childminder praises children's achievements, promoting their self-esteem very well.

- Children are learning about healthy lifestyles. For example, they enjoy using the garden daily for fresh air and to develop their physical skills. The childminder provides children with nutritious snacks, which they thoroughly enjoy. She promotes children's oral health effectively. She teaches children how to keep their teeth healthy. Children learn positive hygiene practices, for example, to wash their hands before eating and after using the toilet.
- Children enjoy arts and crafts. They use an array of mark-making implements and participate in planned art activities to promote their learning in this area of the curriculum. However, during these activities, the childminder tends to direct children too much and, at times, she does not enable them to use their imagination skills to further develop their creativity. This means that children, at times, do not use their imagination to further develop their creativity.
- The childminder weaves mathematics into everyday activities. Children learn about patterns, shapes, counting, colours and mathematical language. They use their knowledge accurately when playing. For example, they spontaneously count beads while threading, name shapes while drawing and talk about the patterns they make.
- The childminder has strong links with the local childminding group. This enables her to share information about her practice and gain knowledge from others. The childminder is keen to continue to develop her teaching skills. She completes online research and reads articles on how to plan and deliver children's learning in all areas of the curriculum. This means that, overall, children benefit from a well-planned curriculum that supports their learning well.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- help children to further develop their imagination skills to support their creative development.

Setting details

Unique reference number	161632
Local authority	Wiltshire
Inspection number	10414074
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	6
Date of previous inspection	27 November 2019

Information about this early years setting

The childminder registered in 1999. She lives in Chippenham, Wiltshire. The setting is open from Monday to Thursday, from 7.30am to 5.30pm, all year round. She holds a relevant childcare qualification at level 3. The childminder offers government funded places for childcare.

Information about this inspection

Inspector

Rosie Roberts

Inspection activities

- The childminder spoke to the inspector about how she plans and delivers her curriculum.
- The inspector observed the quality of care and education being provided and assessed the impact that this was having on children's learning.
- Parents shared their written views of the childminder's setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed interactions between the childminder and the children.

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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