

Childminder report

Inspection date:

22 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

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the care of this exceptionally calm, kind and nurturing childminder and her dedicated team. She creates a warm, home-from-home environment where every child feels secure, valued and ready to learn. The childminder works tirelessly to give children the very best start in their early education. She builds strong and trusting relationships with families and offers excellent support to parents, carers and grandparents. Families describe how welcome they feel and how confidently they can engage with their children's learning at any time.

The childminder has designed a rich and ambitious curriculum that reflects the local community, the natural world and a wide range of cultural celebrations. She plans experiences that are meaningful and purposeful, ensuring that children see themselves and their families represented in the setting. For example, she invites members of the community to share their traditions during Chinese New Year. Children take part with curiosity and delight, deepening their understanding of different cultures and broadening their knowledge of the world around them. These experiences spark children's imaginations and nurture a strong sense of belonging and respect for others.

Children show exceptional levels of independence and perseverance in their daily routines. At snack time, they make confident choices from a variety of healthy options, such as fruit, crackers and spreads. They peel their own satsumas with determination and skill, needing no support. The childminder engages children in meaningful conversation while they work, encouraging them to persist and praising their success. Children beam with pride as the childminder celebrates their achievements. This recognition motivates them to keep trying, strengthens their resilience and builds their confidence to tackle new challenges.

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

- The childminder provides a rich and engaging range of learning experiences that stem directly from children's interests, enabling them to make rapid progress in their knowledge and skills. When children show an interest in birds, the childminder skilfully introduces information about habitats and food, weaving ambitious vocabulary into discussions as they use a globe to explain how birds travel across the world during different seasons. Children confidently recall the term 'migration' and apply it with understanding, demonstrating remarkable perseverance and focus for their age.
- Parents speak highly of the childminder and her team, describing the setting as an extension of their family. They value the exceptional communication that keeps them fully informed about their children's progress and learning. Parents

particularly appreciate the carefully tailored activities children bring home, designed to consolidate learning and support next steps. These strong partnerships ensure continuity between home and the early years environment and demonstrate how the setting consistently meets children's individual needs.

- The childminder seamlessly embeds mathematical concepts into everyday learning, helping children develop critical thinking and problem-solving skills. When a child admires pumpkins, she engages thoughtfully, asking children to identify them and explore size, weight and comparison. Children confidently determine which are bigger or smaller and which are heavier or lighter, using their hands to weigh, and discuss observations.
- The childminder acts as an exceptional role model, consistently demonstrating high-quality interactions that shape children's behaviour and social skills. She communicates with kindness, patience and respect, showing children how to engage positively with others. Children respond by behaving exceptionally well, displaying remarkable self-regulation and genuine care for one another. They take turns, share resources and listen attentively, reflecting the exemplary standards set by her. These positive examples foster outstanding social skills, empathy and respect, creating a harmonious environment in which all children thrive.
- The childminder evaluates the setting rigorously to ensure that children receive the best possible experiences and transition confidently to school. She reflects thoughtfully on conversations with children who have moved on, identifying potential challenges and putting effective measures in place for future cohorts. She now takes children to visit their school, exploring classrooms, bathrooms and other spaces to build familiarity and confidence. Additionally, local teachers visit throughout the year to share stories, enabling children to form positive relationships with new adults and broadening their social experiences. These reflective and proactive approaches ensure that children are exceptionally well prepared for the next stage of their learning.
- The childminder brings learning to life through imaginative, hands-on activities, such as creating 'worms in soil' with jelly and cereal, where children use tongs to mimic how birds forage. These purposeful experiences strengthen children's understanding of the natural world, develop the small muscles in their hands to support early literacy and build confidence in using everyday tools such as cutlery. Children thrive in this nurturing, home-from-home environment, where staff demonstrate expert knowledge of how children learn, celebrate achievements and motivate children to explore, experiment and succeed.

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	161797
Local authority	Wiltshire
Inspection number	10398650
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 9
Total number of places	6
Number of children on roll	22
Date of previous inspection	4 November 2019

Information about this early years setting

The childminder registered in 1999 and lives in Sutton Benger, Wiltshire. She operates from Monday to Thursday, from 8am to 5.30pm, all year round, except for six weeks' holiday throughout the year. The childminder works with two assistants every day. She provides funded early education for two-, three- and four-year-old children. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Chris Langdon-Casey

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for the children's learning and her curriculum.
- The children spoke to and interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- The inspector spoke to the childminder and staff at appropriate times during the inspection.
- Parents shared their written views 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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