

# Childminder report

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Inspection date: 31 October 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a warm and homely environment for all children. She spends time building nurturing and trusting relationships with children and their families, which helps them to feel safe and secure. Children confidently access the resources they want to play with. For example, older children become engaged in colour mixing as they create spiders using their fingers. This supports children's creativity and early writing skills.

The childminder plans a curriculum that follows the interests of the children in her care and that supports children to gain the skills they need for the future. For example, she teaches them to recognise numbers. Children behave well. The childminder gives children plenty of praise and models how to be kind and respectful to others. Children are polite and share with each other as they play. This helps children to form positive relationships and develop their social skills.

The childminder provides a wide range of outings in the local community. For example, children take trips on buses and trains, and they visit nature areas, feed the ducks and attend toddler groups. This helps to develop children's physical skills and enhance their experiences. The childminder prioritises children's safety. For instance, she teaches them how to stay safe when out on walks and crossing the road.

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

- Parents speak highly of the childminder, praising her clear communication and dedication to their children's well-being. They appreciate the strong partnerships she builds, noting the open, two-way communication about their children. This helps parents feel confident and involved in their child's learning journey.
- The childminder identifies what she wants children to learn based on her ongoing assessments of their development. She focuses her teaching on enhancing children's self-awareness and language skills. For instance, the childminder interacts with children to develop recognising colours, counting objects and naming shapes. In general, she plans activities to build on what children know and can do. However, at times, the curriculum is stronger for older children. The childminder is not always secure in adapting the learning experiences to meet the needs of the very youngest children to the fullest.
- The childminder models the use of language well and introduces new vocabulary instinctively. For example, during a painting activity, she introduces words to describe size, shape and textures. The childminder encourages children to talk and is quick to respond to their non-verbal gestures as they make their needs known.
- The childminder teaches children about leading healthy lifestyles. Children have

lots of opportunities for outdoor play to develop their physical skills. They visit local parks and soft-play areas where they learn to climb, walk run and jump. The childminder provides advice to parents when children first visit regarding healthy packed lunches. Children attend local childminding groups where they make new friends, learn to socialise and develop an understanding of oral health through activities and visits from local dentist.

- The childminder is respectful of the children's wishes. She offers them choices throughout their play and allows them to make simple decisions for themselves. For example, when painting, she offers the children a choice of what colour paper they would like. However, at times, she does not always encourage children to select resources or do simple tasks for themselves to support their independence skills.
- The experienced childminder is dedicated to providing good-quality care and learning for children. She shows genuine commitment to her work. The childminder networks effectively with other childminders and completes mandatory training, such as paediatric first aid and child protection. She is reflective of her practice and has identified that she would benefit from further training, for example, to develop her knowledge of how to extend children's concentration levels.
- Children learn about diversity and people from around the world. For example, the childminder plans activities and experiences for children to explore a range of festivals and celebrations. Children have access to books and resources to help them understand the diverse world around them. This helps to broaden children's knowledge of different cultures and communities.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts the interests of children first.

## What does the setting need to do to improve?

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

- strengthen the curriculum for the very youngest children to plan appropriate experiences and promote their learning more precisely
- encourage children to do simple tasks for themselves to support their independence skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 161859                                                                            |
| <b>Local authority</b>                             | Wiltshire                                                                         |
| <b>Inspection number</b>                           | 10367581                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 10                                                                                |
| <b>Date of previous inspection</b>                 | 14 February 2019                                                                  |

## Information about this early years setting

The childminder registered in 1997 and lives in Chippenham, Wiltshire. She operates from 8am to 6pm, Monday to Friday, all year round. The childminder is eligible to receive funding to provide early education for children aged from nine months up to four years. She holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Tracey Cook

### 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 childminder organises her early years provision.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views via telephone and written feedback 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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