

Childminder report

Inspection date: 23 May 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 welcomes each child into her home with open arms, creating a nurturing and inclusive environment. New or shy children quickly feel at ease under her care. She engages the children with gentle encouragement and familiar routines. Children eagerly explore the diverse play environment, choosing their favourite toys and games. The childminder consistently praises the children, celebrating their efforts and achievements, which promotes their confidence and nurtures their self-esteem.

The childminder demonstrates a strong commitment to supporting children's development and preparing them for later life. She places particular emphasis on encouraging positive social skills, ensuring that children grow into polite and considerate individuals. Through consistent encouragement, she reinforces good manners by prompting children to use phrases such as "please" and "thank you" in daily interactions. Children engage harmoniously with their peers, displaying cooperative and supportive behaviour. Older children take initiative in assisting younger ones with routine tasks, such as retrieving their water bottles. The childminder effectively upholds clear expectations within her setting, using gentle reminders to reinforce established rules and boundaries. Children demonstrate consistently good behaviour.

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

- The childminder actively supports children's social development by attending playgroups and outings, where her children can engage with other childminders and their children. These interactions help build confidence in larger groups and to form new friendships. Through regular walks, children learn road safety, and during restaurant visits, they practice table etiquette. These experiences help contribute to their overall confidence.
- Children enjoy outdoor play that strengthens their bodies and self-confidence. At the park, they climb, run, and balance, safely challenging themselves. The childminder provides physical play opportunities in her home to develop coordination and strength. Children jump onto stepping stones and race around on balance bikes. These activities build their muscles and support their overall well-being.
- The childminder observes the children during their play. She identifies gaps in the children's learning and plans activities based on their interests. However, during these activities, the childminder is too quick to step in and help the children or to move them on to something else. This interrupts the children's thought processes and learning, and does not allow the children time to finish a task.
- Parents appreciate the childminder's kindness and dedication to children's well-

being. Children enjoy attending and come home excited to share their experiences. The childminder provides detailed feedback on their development and daily routines. She keeps parents informed about their learning progress, meals, and activities. Families value her nurturing approach and deep understanding of children's needs. She prepares them for school with tailored support. The childminder has honest conversations with parents and offers extra support when needed.

- The childminder actively supports young children's communication and language development. She sings nursery rhymes using props to help children connect words with actions. Through repetition and encouragement, children gain confidence in using familiar phrases and sounds. The childminder models correct pronunciation by repeating words back clearly for the children to hear. This helps children refine their speech and build accurate language skills. The childminder introduces new words, explaining their meanings to enhance children's vocabulary.
- Children enjoy using their imagination and creativity in a variety of engaging activities. They make marks with chalk, exploring shapes and patterns. Children use their fingers to mould dough, bringing their creations to life. They thread flowers through small holes, refining their hand-eye coordination and dexterity. The childminder encourages younger children to keep going until they achieve their goals, promoting a willingness to embrace new challenges.
- The childminder recognises the importance of developing children's independence. She encourages children to brush their teeth and gets older children to wash their hands. However, the childminder does not consistently develop younger children's independence and self-care skills. She uses wipes to clean their hands, which does not teach them the correct technique using soap and water. Furthermore, the childminder does not use nappy changing as an opportunity to enhance children's independent and self-care, such as pulling up their trousers.

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:

- review and improve the organisation of activities to allow children time to complete their tasks without interruption
- provide young children with opportunities to promote their independence and self care skills.

Setting details

Unique reference number	161904
Local authority	Wiltshire
Inspection number	10398579
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	2 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	31 October 2019

Information about this early years setting

The childminder registered in 2001. She lives in Calne, Wiltshire. The childminder offers care from 7am to 6pm Monday to Friday all year round. She has an appropriate childcare qualification at level 3. She sometimes works with assistants.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- The inspector and the childminder discussed the provision and the curriculum.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as the paediatric first-aid and safeguarding certificates.
- The inspector took account of written testimonials from parents.
- Children spoke to and engaged with the inspector during the inspection.

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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