

# Childminder report

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Inspection date: 9 December 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> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |     |
|----------------------------------------------|-----|
| Overall effectiveness at previous inspection | Met |
|----------------------------------------------|-----|

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

### The provision is good

Children appear happy and settled in the childminder's care. They sit and explore the toys with confidence and concentrate well. Some children dress the dolls, showing good hand control. Others ride around on ride-on toys and negotiate space well, while being mindful of their friends. The childminder supports the children's early mathematical skills as they play, such as when counting the steps of the climbing frame. She helps them negotiate and to wait their turn as their friends use the slide one at a time.

The childminder has a clear curriculum in place and knows what she wants the children to learn and the skills they need to gain in readiness for the next stage in their learning. Overall, she supports the children well to make progress in their learning and development.

The childminder offers the children lots of experiences out in the local community. Children socialise with other adults and children, including the elderly at a residential home. The childminder helps children learn about the traditions and celebrations of other faiths. This helps the children have additional opportunities to support their understanding of the world and their language development.

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

- The childminder keeps up to date with mandatory training, such as paediatric first aid and safeguarding. However, she has not used professional development opportunities to gain ideas to enhance children's learning, such as how to deliver effective story and song times that fully engage the children and broaden their vocabulary.
- Overall, the childminder supports children's language appropriately. She repeats simple words back to the children and narrates what they are doing as they play. The childminder encourages the younger children to say words back to her and the older children to recall the animals they liked in the story.
- The childminder supports the children's independence skills well. She encourages the children to take off their shoes as they arrive and to peel their banana at snack time. Older children drink from open cups, and the childminder offers these to younger children to practise with.
- The childminder knows the children well and what they need to learn next. She gains additional resources and puts some extra support in place for when she identifies any gaps in learning. The childminder shares information with other settings that children attend, with parents' permission, to help promote consistency in children's learning. However, she is not confident in engaging parents to seek outside support as swiftly as possible when needed.
- Children's behaviour is exemplary. They play together cooperatively and show

that they have learned to share and take turns. When older children play together making pretend ice creams, they take it in turns to make them and hand them out to one another.

- The childminder provides the children with fun opportunities to develop their hand muscles and hand-eye coordination in readiness for early writing. For example, children squeeze icing sugar onto their gingerbread houses and pick up small sweets to decorate them.
- Parents say they are happy with the care their children receive and that their children have settled well. Parents report that they appreciate the trips she takes the children on in the local community and on the bus. However, the childminder is not confident in getting parents to support some key aspects of their children's self-care skills early enough in readiness for school.

## **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:**

- use professional development opportunities to implement new ideas to benefit the children's learning, such as to enhance storytelling and singing sessions
- engage parents more effectively in supporting some key aspects of their children's self-care skills and in seeking outside support swiftly, when necessary.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2585017                                                                           |
| <b>Local authority</b>                             | Wiltshire                                                                         |
| <b>Inspection number</b>                           | 10377074                                                                          |
| <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> | 1 to 3                                                                            |
| <b>Total number of places</b>                      | 5                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 19 December 2022                                                                  |

## Information about this early years setting

The childminder registered in July 2020 and lives in Chippenham, Wiltshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday. The childminder accepts government funding for childcare.

## Information about this inspection

### Inspector

Charlotte Jenkin

### Inspection activities

- The inspector viewed the provision and observed the safety and suitability of the premises.
- The childminder showed the inspector some documentation, including training certificates.
- The inspector interacted with the children during the inspection.
- The childminder spoke to the inspector at appropriate times during the inspection.
- The inspector spoke to parents and read written feedback from them and took account of their views.
- The inspector observed an activity that the childminder carried out with the children and discussed this with the childminder.
- The childminder talked to the inspector about her curriculum and intentions for children's learning.

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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