

Childminder report

Inspection date: 1 April 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder welcomes children into a nurturing environment that feels like a home from home. Children enjoy a curriculum that incorporates indoor and outdoor play to help secure their development in the prime areas of learning. Children delight in singing with the childminder. For example, they sing and join in with sleeping bunnies and use musical eggs to the chicken song. She encourages children to use their imaginative skills. For example, children pretend to become shop keepers and sell items, counting their pretend eggs.

The childminder can talk about the children and their development as she knows them well. There is a focus on ensuring that children are emotionally secure and develop strong social skills. The childminder organises her environment well, with resources that engage children and allow them to follow their interests.

Children develop relationships with each other and strong bonds with the childminder. They confidently seek her out for support and comfort. This shows that children feel safe and secure. The childminder helps children to develop an understanding of empathy, such as by looking in mirrors to see themselves using different expressions. Children talk about different feelings, such as happy or sad, and respond to questions about how they are feeling. This supports children to develop their self-esteem. The childminder encourages children to do simple tasks for themselves, such as putting on their own boots and coats. This helps prepare children for their next stage of learning.

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

- Parents speak highly of the care the childminder provides, noting that their children make progress and grow in confidence. The childminder maintains open communication with parents, keeping them informed about their children's progress and sharing ideas to support learning at home. The childminder builds partnerships with other settings children attend to ensure continuity in children's care and learning.
- The childminder has a good awareness of managing children's behaviour. She is a good role model and is calm and relaxed in her approach, speaking gently to children. Children learn to take turns and share the toys.
- The childminder teaches children good personal hygiene routines, such as handwashing before meals. Children enjoy healthy, wholesome and nutritious home-cooked meals that support their well-being and knowledge of making healthy choices. They learn about oral health and the importance of looking after their teeth.
- The childminder ensures children get fresh air and spend time outdoors daily. This is both in her garden and on trips to the park and local walks. The children

also enjoy trips further afield, for instance, to the library and museum. This helps children to build their confidence and knowledge of the local community and the world around them.

- The childminder is committed to striving for continuous improvement of the setting. For instance, she has expanded children's opportunities in the garden for planting and sand play. The childminder has also developed her knowledge further around supporting children in outdoor learning.
- The childminder is reflective of her practice. She keeps her own training knowledge up to date. She ensures that her assistants have regular access to professional development, such as training to gain a better understanding of when to let children play without adult support.
- The childminder observes children's interests, for example when children display repeated patterns of behaviour known as schemas. She then uses this information to plan activities to support children in how they learn best. This helps them to progress well with the next steps in their development.
- Children enjoy imaginative play. They use what they already know and their experiences to act out their ideas. Children delight when adults join in with their creative play as they build models using play dough. Overall, the childminder uses effective teaching skills to support and extend children's learning.
- The childminder ensures that children have lots of interesting things to talk about, helping to build on their language and communication skills. For instance, children are curious about the flowers, taking care to count the petals. The childminder repeats words, corrects punctuation and adds new vocabulary. However, occasionally, she does not allow sufficient time for children to explore and discuss their ideas and develop their conversation skills further.

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:

- allow sufficient time for children to explore and discuss their ideas and develop their conversation skills further.

Setting details

Unique reference number	2700885
Local authority	Wiltshire
Inspection number	10375832
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	Not applicable

Information about this early years setting

The childminder operates from her home in Trowbridge. She opens 7.30am to 5pm, Monday to Thursday, term time only. She works with an assistant two days a week. She has qualified teacher status. She receives funding to provide early education.

Information about this inspection

Inspector

Tracey Cook

Inspection activities

- The childminder and her assistants showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The childminder explained her intentions for the children's development and how she plans and implements the educational programme.
- The inspector spoke to children during the inspection and took account of the views of parents spoken to on the day, and by reading written feedback forms.
- The inspector looked at a sample of the childminder's documents. This included evidence about suitability and training.

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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