

Childminder report

Inspection date: 13 March 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 has warm and nurturing relationships with the children. She provides a homely environment, and children clearly enjoy the time they spend with her. Children have a strong bond with the childminder and seek reassurance from her as needed. The childminder encourages children to choose their own toys and resources within the dedicated playroom. Children confidently explore, indicating they feel secure and supported.

Children benefit from numerous opportunities to engage with the local community. They participate in activities such as bus trips and visits to the café, local parks, church and toddler groups. These outings broaden their experiences and help them develop social skills while learning about the world around them. The childminder takes children to a nature reserve where they feed ducks, providing them with an opportunity to connect with nature. The childminder uses these experiences to contribute to the children's understanding of society and what it means to be a responsible and engaged citizen.

The childminder gathers detailed information from parents when children first start, including about their care routines, to ensure continuity and consistency between home and the setting. Children make good progress from their starting points and are prepared for the next stage in their development.

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

- The childminder has a clear vision for her setting, providing a homely and welcoming environment that meets the needs of children and working families. She offers a wide range of experiences, ensuring children benefit from rich and varied learning opportunities.
- Children engage with numbers, colours and shapes in their environment, which promotes learning in a natural and meaningful context. The childminder knows what she wants the children to achieve during their time in her care. While the childminder plans activities based on children's interests, next steps for children are not specific enough to provide further challenge and build on what children already know.
- The childminder places a strong focus on supporting children's communication and language development. She provides regular opportunities for singing and reading stories, which support children's listening and speaking. The childminder builds on children's early language skills effectively, extending their vocabulary and understanding. Children are confident, and even the youngest children communicate their needs with the childminder.
- The childminder demonstrates a clear commitment to supporting children's personal development and well-being. She teaches children the importance of

road safety and stranger danger, ensuring they are well prepared for various situations. The childminder uses everyday interactions to promote healthy living by talking to children about healthy foods and the impact on their bodies. However, children are not always reminded to wash their hands before eating to further support children's understanding of healthy habits.

- The childminder works closely with parents on key areas such as potty training. She talks to younger children about nappy changing in a considerate and respectful manner. Children learn how to manage their feelings and emotions, helping them develop important social and emotional skills. The childminder encourages children to be polite and use manners, fostering respectful and positive behaviour.
- Partnerships with parents are effective. The childminder maintains regular communication with parents, keeping them informed about their child's progress and how they can support their child's development at home. For example, she shares helpful guidance with parents related to children's behaviour, and parents express appreciation for this support.
- The childminder is committed to her professional development and stays up to date with relevant training. She actively attends courses to enhance her skills and knowledge. In addition to formal training, the childminder engages in informal reflection to evaluate and improve her practice.

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:

- strengthen the curriculum planning so that next steps for children's learning are more specific and provide further challenge to move their learning on effectively
- help children understand the importance of good hygiene habits and the link this has to good health.

Setting details

Unique reference number	2708126
Local authority	Wiltshire
Inspection number	10376142
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	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Chippenham, Wiltshire. She operates Monday to Thursday from 7.30am to 5.30pm, and 7.30am to 4.30pm on a Friday, all year round. The childminder offers government funded places.

Information about this inspection

Inspector
Amy Fedrick

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims for their curriculum and the impact that this had on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views 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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