

Childminder report

Inspection date: 15 May 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

Children make good progress in their learning and development. The childminder has developed a good curriculum with a focus on guiding children to have confidence in their own ideas and imagination. The childminder supports children to express themselves, their feelings and emotions during creative games, such as building structures from magnetic shapes and reflecting on how they feel about their creation. Children are well prepared for the next stage of their learning. The childminder forms strong bonds with children and their families and understands the positive impact this has on their learning and development. Children are safe and secure in the childminder's care.

The childminder supports children in developing their social skills, creating opportunities for children to meet other children during visits to local playgroups. Children develop their understanding of nature and learn to respect all living creatures during visits to local woodlands, farms and zoos. The childminder encourages children to understand the wider world. They explore a globe to learn about maps and other countries. Children are supported to explore a wide range of cultural celebrations, for example VE Day, where children learned about the history of Britain and developed knowledge of their local and wider society. Children recall painting the British flag, developing their understanding of British values.

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

- Children are kind, polite and eager to help others. For instance, when changing activities, they assist the childminder in clearing things away. Children listen attentively and follow instructions carefully. They are curious learners and are keen to get involved. Children engage in play for long periods, staying with one activity for 45 minutes, demonstrating high levels of concentration skills.
- Children are supported to develop their physical skills. They build their core strength and balance during daily walks to the local school. Children develop hand strength and coordination as they manipulate spray bottles and sponges to clean toy cars. The childminder encourages children to enjoy opportunities to run and climb during visits to local soft play centres, supporting them to develop healthy lifestyle habits.
- Children develop independence skills as they are supported to hang up their coats on arrival. They confidently cut strawberries, mix cooking ingredients and scoop cake mixture into cup cases. However, the childminder does not always support children in recognising and developing their personal care skills, such as wiping their noses or washing their hands independently.
- The childminder has built relationships with other childminders and early years professionals. She regularly meets up with fellow childminders to stay updated on early years developments and exchange ideas. The childminder has a clear

understanding of her provision and actively thinks about how she can make improvements. For instance, after coming across online guidance, she has recently introduced a programme to support children's oral hygiene.

- Children are confident communicators. Older children speak in long sentences and have a wide vocabulary. They express their ideas confidently and know their opinions matter. The childminder has conversations with children, giving them time to respond and reflect on their own thoughts. However, the childminder does not offer opportunities for children to access books regularly or listen to stories, to help children develop their interest in books and expand their language further.
- There is a focus on helping children develop their mathematical knowledge and understanding. Children learn to identify shapes by name and count their sides. They confidently state that triangles have three sides. By completing shape puzzles, children develop an understanding of pattern and sequence. They have a solid grasp of numbers up to 10.
- Parents report that children make good progress, especially in their social and communication skills. They state that children form good friendships with the other children in the childminder's care. They feel that communication is effective and that they are kept up to date with the activities their children do. They recommend the childminder to others.

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:

- extend children's self-care skills to support their independence even more
- increase opportunities for children to listen to stories and explore books, to expand their early literacy and language skills further.

Setting details

Unique reference number	2712239
Local authority	Wiltshire
Inspection number	10380665
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 3
Total number of places	3
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in December 2022 and lives in Calne, Wiltshire. She operates from 8am to 6pm, Monday to Friday, all year round. She offers government funded spaces for childcare.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- The inspector spoke with the childminder and children during the inspection.
- The inspector observed the quality of the curriculum during activities and assessed the impact this has on children's learning.
- The inspector and childminder carried out a joint observation.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder and people living in her home.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector read parents' feedback during the inspection and took account of their views.

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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