

Childminder report

Inspection date: 13 February 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 creates a nurturing, calming learning environment for all who attend. Children, including babies who have very recently started, show they are safe and secure in the childminder's care. Babies bounce and giggle with excitement when they receive interactions from her. Older children look to the childminder for reassurance and thrive in her engagement with them.

The highly knowledgeable childminder has an ambitious and inclusive curriculum, with a clear focus on what she wants children to learn. She takes into account children's needs and interests when planning activities. For example, she has identified that some children need to develop their hand muscles, and to use and identify numbers. She creates exciting opportunities for children to gain these skills when they use scissors to cut play dough and make numbers, which they match to number cards. The childminder and children count objects together. Children beam with happiness when they receive positive reinforcement. They have extremely positive attitudes to learning.

The childminder supports children to learn the importance of health and well-being from a young age. Children wash their hands before meals and identify when they need to clean their nose. The childminder provides children with healthy snacks and meals, being mindful of allergies and intolerances. The childminder encourages children to choose their snacks, and she gives babies opportunities to learn to use a spoon. Children get daily access to fresh air and exercise when they explore the garden and go on walks in the local community, for example. During self-care routines, the childminder talks to children about what is happening and the importance of looking after their body.

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

- The childminder reflects very well on her practice. She contacts other providers that children also attend to share practice, and she asks parents for feedback via questionnaires. The childminder does research to support her practice. For example, she has researched how to support children's language development. She understands the importance of clearly pronouncing words to children and giving them time to respond.
- Children display exceptional behaviour and build meaningful relationships with others. If children have disagreements, the childminder allows them time to resolve these themselves, but is close by to support those who need it. Older children are mindful of babies in their space and are respectful of them. When babies are taken for a sleep, children say 'goodnight' and wave. Babies beam with happiness at others' kindness and interactions.
- The childminder creates excellent relationships with families from the moment

they start. Settling-in sessions are tailored to the needs of the child. The childminder gathers important information about children to enable her to best meet their needs. Parents share that their children love to attend. They talk about the passionate and trustworthy childminder and the exciting learning opportunities she offers their children. The childminder shares lots of information with parents on how to support children's development, including their next steps and ideas of how these can be developed at home.

- The childminder knows the children well. She identifies their individual needs and interests and uses these to plan meaningful and achievable next steps for learning. When she identifies gaps in children's development, she consults with parents and offers guidance. However, the childminder does not always seek additional support from external agencies in a timely manner. As a result, children who require specialist intervention do not always receive the early support they need to enable them to develop the essential skills needed for a smooth transition to school.
- The childminder is an excellent role model for children. She inspires them to be confident communicators and independent learners. Children confidently engage with familiar books and recite what they already know. During free play, they explore the toy animals, count with confidence and eagerly share their knowledge with visitors. When water is spilled at the table, children are keen to help tidy up. The childminder talks to the children about the process, introducing vocabulary like 'expanding' and 'absorbing' the water.

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:

- seek support from external agencies in a timely manner to ensure that children receive the support they need to progress in key areas of development and transition smoothly to school.

Setting details

Unique reference number	2716742
Local authority	Wiltshire
Inspection number	10388727
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	0 to 9
Total number of places	6
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in January 2023 and lives in Melksham, Wiltshire. She offers provision for children from 7.30am to 6pm, all year round, except bank holidays. The childminder has a relevant level 3 qualification. She offers government-funded places for early education.

Information about this inspection

Inspector

Sarah-Louise Clements

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and the children.

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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