

Childminder report

Inspection date: 24 July 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

On arrival, children eagerly enter the childminder's home and play with their friends. The childminder forms strong bonds with them, and they thrive on spending time with her. The childminder knows how important positive relationships are for children's learning and growth. She speaks in a gentle and comforting manner, which helps children feel safe and secure.

The curriculum is well designed, and children are ready for their next stage of learning. Children are curious, and the childminder supports them in developing their play. They play with water, washing toy cars as part of the current project focus on 'transport'. Children develop this activity into washing the patio doors, which the childminder supports. They turn this game into making drawings with water on the ground. They draw 'bears' and 'tigers' hiding in caves. Children grow their imagination and creative skills. They also learn that their opinions and ideas are important.

Children are curious learners and ask the childminder lots of questions. During a science experiment, the childminder helps children discover how things change. For instance, adding water to powder can create jelly. Children build their concentration as they explore the texture of the jelly for a long time. They use spoons and ladles to move jelly between containers. This helps them improve their coordination.

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

- There is a strong focus on guiding children to develop a love of books and an understanding of experiences different to their own. The childminder reads engagingly, and the children listen closely, clearly interested. The childminder encourages them to discuss what they see on each page. If the childminder is unsure of a new word, she shows the children how to use the internet to research its meaning. She supports children to build a wide vocabulary. They learn new words, such as 'Libellulium,' which is an extinct dragonfly from the dinosaur era.
- The childminder helps children work together in small groups, building their social skills. Children are good at communicating and confidently explain what they know and can do. However, during group times, quieter children often miss the chance to speak. This limits further growth in their communication and language skills.
- The childminder helps pre-school children learn to dress themselves and take off their own shoes. However, she sometimes does things for the children that they are capable of doing themselves. For instance, when the children arrive, the childminder hangs up their coats and puts away their bags and lunches. Moreover, at times, some toddlers who can safely sit in a chair on their own are

placed in a high chair during mealtimes. They are unable to reach things or leave the table independently. This restricts the development of their independence skills.

- Children are supported in developing confidence in mathematics. When making water marks on the wall, the childminder helps children work out which marks are lower or higher. She then guides them to compare their own heights with the water marks. As a result, children build their mathematical vocabulary. During a song, older children confidently count down from 10, demonstrating a good understanding of the numbers one to 10.
- The childminder has developed an ambitious curriculum. She takes children to gymnastics classes, soft-play centres and local parks. This helps their physical growth. They go to the local supermarket, and children help pick snacks to eat. Children create a thriving vegetable patch with the support of the childminder. They grow fruits and vegetables, such as raspberries, beans and pumpkins. They learn about where food comes from and what plants need to grow. However, at times, the childminder does not consistently create opportunities to support children to understand and celebrate similarities and differences and to learn more about different religions and cultures.
- Parents give positive feedback. They comment that their children make good progress. They find communication effective and feel informed about activities. Parents appreciate the support in childcare matters, such as toilet training. Parents 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:

- develop opportunities for quieter children to join in during group times to support their communication and language skills even more
- extend opportunities for children to build their independence skills
- enhance support for children to understand and celebrate similarities and differences and to learn more about different religions and cultures.

Setting details

Unique reference number	2724852
Local authority	Swindon
Inspection number	10398281
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 10
Total number of places	5
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in April 2023. She works with another registered childminder in Grange Park, Swindon. Both hold childcare qualifications at level 3. The childminder operates Monday to Friday, from 8am to 5pm, all year round, except family holidays. She offers government-funded places for childcare.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- The inspector spoke with the childminder and the 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 carried out a joint observation with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder and people living in their home.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to parents and read their 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025