

Childminder report

Inspection date: 18 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

Children arrive happily and settle quickly. The childminder creates a calm, home-from-home environment, where children feel safe, secure and valued. Children play together, confidently talking to one another. Older children show they understand emotions as they help younger children find resources. The childminder is a good role model. Her gentle approach encourages children to be kind to one another and share resources during play. Children behave well and respond positively to clear messages about expected behaviour. For example, they listen and help when it is time to tidy up, showing care for the resources.

The childminder uses children's interests to plan a broad and balanced curriculum. She observes their play and identifies next steps to support their learning. Children access a rich variety of learning experiences, both at the childminder's home and through daily outings in the local community. For example, they collect pine cones from the woods and visit local shops to buy ingredients to make pizzas. These adventures develop children's confidence, build independence and physical skills. Children practise early mathematical skills through weighing and measuring and build their coordination by rolling dough. They talk about what they see on their walks, which helps deepen their understanding of the world around them. Children are motivated, engaged and show positive attitudes to learning.

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

- The childminder places a strong emphasis on developing children's language and communication. Children listen attentively as she reads stories. For example, during the story about the life cycle of a butterfly, children confidently join in with familiar parts. The childminder makes resources to enhance learning, such as pictures from the story and a pretend caterpillar. She listens carefully to children's responses, extending conversations and encouraging them to talk about what they see. Children retell stories in their own words, helping to strengthen their speech and memory. As a result, children develop a love of books and become confident communicators.
- Partnerships with parents are strong. Parents receive daily feedback about their child's learning and care. They speak positively about the progress their children make. For example, they comment on improvements in their child's speech and how they now talk in full sentences. Parents value the childminder's input and describe how their children are more confident and independent at home.
- Children learn about healthy living and growing vegetables. The childminder helps the children to remember the names of the vegetable plants, such as, 'cucumbers and carrots'. The children touch and smell the leaves. The childminder provides lots of information. However, at times, the childminder does not give older children time to think further and develop their own questions and

ideas.

- The childminder regularly meets up with other childminders. This gives the children opportunities to socialise in larger groups with other children and adults and helps build children's personal and social development.
- Children develop their physical coordination well. Younger children fill and carry watering cans to water plants. Older children draw with chalk. This strengthens their small-hand muscles in preparation for early writing.
- The childminder promotes mathematical learning in everyday routines. Children notice colour patterns, such as matching cups, plates and chairs, and begin to use mathematical language confidently.
- Children gain valuable independence skills that prepare them well for the next stage of learning. They put on their own shoes before outdoor play, wait patiently to wash their hands and confidently identify their own towels by colour. At snack time, children pour their drinks and use knives to butter their toast, with gentle support from the childminder when needed.
- The childminder shows genuine joy and passion about her work. She knows the children in her care extremely well and uses this knowledge to plan meaningful learning experiences. She accesses training through the local authority to improve her professional practice, such as courses on safer sleep, and seeks advice for monitoring children's speech development. She reflects on her practice to continually improve the quality of care and education she provides.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- give children more opportunities to develop their thoughts and share their own ideas.

Setting details

Unique reference number	2730052
Local authority	Wiltshire
Inspection number	10399205
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Amesbury, Wiltshire. She operates Monday to Friday, from 7.30am until 6pm, all year round. The childminder provides government funded places. She holds a relevant childminding qualification.

Information about this inspection

Inspector

Verrity Simons

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke with the inspector during the inspection.
- Parents shared written views on the childminder's setting with the inspector.
- The inspector observed interactions between the childminder and children throughout the inspection.
- The childminder talked to the inspector throughout the inspection and discussed how the curriculum is planned and implemented and how children's progress is monitored.

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