

Childminder report

Inspection date: 31 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

This warm and nurturing childminder creates a calm and inviting environment for the children in her care. Children arrive with big smiles, wave goodbye to their parents and confidently explore the playroom, settling into favourite activities and immersing themselves in play. Their achievements are celebrated with consistent praise, helping them develop high levels of confidence and self-esteem. Daily routines are gentle and familiar, giving children a clear sense of what comes next. As a result, children feel safe and secure.

The childminder prioritises helping children understand the world around them and develop confident social skills. Children explore nature as they search for bugs and notice butterflies fluttering through the fields. Feeding ducks becomes a shared moment of care, as she explains what food is safe and why. Posting a letter prompts conversations about how people connect and communicate. Through these shared experiences, children begin to make sense of everyday life and grow in confidence as they talk, explore and ask questions.

Social skills are encouraged every day. Children learn to take turns, tidy up, wash hands and help prepare snacks. They practise sharing and talking kindly to others. The childminder works closely with other childminders to ensure children meet new friends and build their confidence in group situations. Children are gently taught how to understand feelings, manage conflict and make positive choices.

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

- The childminder plans activities that follow children's developmental needs and interests and help them learn in meaningful ways. Her curriculum is broad and flexible, with ideas shaped around what children enjoy and need help with. The childminder engages with the children during their play to extend their knowledge and understanding past what they already know. Children make good progress from their starting points.
- Children's communication and language are supported through songs, books and conversations. The childminder listens carefully and encourages children to share ideas and name objects during play. However, she does not always repeat words back using the correct pronunciation. For example, when children say 'horsey' or 'nana', the childminder misses the chance to model the full word. This means children do not hear or use accurate language.
- Parents speak highly of the childminder's care and communication. They feel reassured during settling-in and receive regular photos. The childminder keeps parents updated on their children's progress and development. However, the childminder does not share guidance and advice to support toilet training. At times this limits children's progress between home and the childminder's setting.

- Children enjoy being physically active. They go on long walks and visit the local parks. The childminder encourages the children to challenge themselves physically by climbing and balancing on play equipment. In the garden, children create obstacle courses and enjoy running freely. Children learn how to move safely and control their bodies with growing confidence.
- The childminder supports children's early mathematical skills and language. Children explore number magnets, coloured bears and scales. They eagerly match numbers to quantities, compare weights and notice balance during play. Everyday prompts encourage counting aloud, colour naming and simple predictions. The childminder encourages the children to test out their ideas and theories, which supports their critical thinking and problem-solving skills.
- Overall, children's independence is well supported. The childminder encourages children to help with daily tasks such as tidying away their toys and preparing snack. Some children are starting to show signs they're ready to use the toilet. The childminder sometimes talks to them about this. However, she has not supported children from a young age to build the skills needed for toileting, such as through play, books or role play. During nappy changes, children aren't encouraged to use the toilet or helped to notice when they need to go. This means they miss chances to learn self-care skills, which can slow their progress towards toileting independence.

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:

- help children to learn the correct pronunciation of words to further promote their communication and language skills
- enhance daily routines and share more ideas with parents to help support children's toileting confidence and self-care development.

Setting details

Unique reference number	2735121
Local authority	Swindon
Inspection number	10399984
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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in June 2023. She lives in Nine Elms, West Swindon. The childminder offers care Monday to Friday all year round, apart from family holidays.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- The inspector and the childminder discussed the provision and the curriculum.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as the paediatric first-aid and safeguarding certificates.
- The inspector took account of written testimonials from parents.
- Children spoke and engaged with the inspector during the inspection.

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