

Childminder report

Inspection date:

5 September 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 has developed a curriculum that places focus on the prime areas of learning. This helps children to gain secure foundations for their future development. New walkers build on their strength and stability as they excitedly walk up and down exploring the activities on offer. Younger children take turns to place balls down a spiral tower, eagerly watching as they fall to the bottom. The childminder sequences children's learning well, ensuring that this is developmentally appropriate. For example, the childminder encourages counting from one to three for babies, and extends this to five for younger children. This supports children's understanding of number and strengthens their logical thinking. Children develop good early mathematics skills. Children practise their smaller physical skills when completing puzzles, proudly sharing this with the childminder and staff. Children focus well and demonstrate positive attitudes towards their learning.

The childminder has good expectations for children's behaviour. She gently encourages children to remember these, such as using 'walking feet'. This helps children begin to understand what is expected of them. The childminder teaches children about kindness and respect for others. As a result, children show concern for their friends when they are upset and offer them a cuddle. The childminder validates children's emotions, supporting their understanding of how they are feeling. Children form secure and trusting relationships.

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

- The childminder and staff demonstrate their enthusiasm and are passionate about supporting children's learning. They know children well and provide activities based around their individual interests and next steps in learning. For example, babies explore colour and play peekaboo using brightly coloured materials. The childminder challenges younger children's learning when introducing two-dimensional shapes, such as triangles and squares. However, occasionally, interactions during activities are too fast paced for children. Subsequently, this does not give children enough time to process and respond to new learning.
- The childminder assesses children's progress from the start. She gathers information from parents regarding children's development. The childminder creates robust starting points for children and monitors their learning effectively. This means the childminder swiftly identifies gaps in children's learning. She signposts parents to further support or advice and, as a result, children receive the support they need.
- Overall, the childminder supports children's communication and language well. Babies begin to babble excitedly, and younger children engage in back-and-forth

conversations. However, at times, babies continue to use dummies when they are not needed. During these times, they do not fully benefit from opportunities to widen their emerging language skills.

- The childminder supports children to develop good hygiene routines. These include washing their hands after using the toilet and before eating. This helps children gain the skills they need to make healthy choices. During mealtimes, babies begin to explore foods, and younger children feed themselves independently. The childminder is in tune with babies' needs and recognises when they are tired. However, at times, the childminder is not always fully prepared for the next transition, and children wait for longer than they are able. This means that, during these times, children struggle to stay focused.
- Children benefit from trips out into the community. For example, they visit the park, enjoy walks and attend local toddler groups. This helps to build children's confidence and social interactions in preparation for school. The childminder extends children's knowledge and understanding of culture and diversity through discussions and exploring various festivals, such as Diwali.
- The childminder is passionate about her role and is ambitious for children. She has regular meetings with any assistants she works with to discuss their practice and training needs. Recent training in special educational needs and/or disabilities helps them to further support children's individual needs.
- The childminder has formed good relationships with parents. She keeps them updated about their children's time at the setting and regularly shares information about children's learning. Parents comment positively on how the childminder deeply values family backgrounds and the bonds their children have formed. Furthermore, the childminder provides parents with support and guidance on how best to support their children's development at home. These include developmental milestones, such as potty training, and behaviour.

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:

- allow children more time to process their learning, helping to develop their critical thinking skills
- consider how to reduce the use of dummies when they are not needed to enhance children's emerging language skills
- improve the organisation of transition times to ensure that children are not kept waiting for extended periods of time.

Setting details

Unique reference number	2737762
Local authority	Wiltshire
Inspection number	10408098
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 3
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in July 2023 and lives in Trowbridge, Wiltshire. She operates all year round, from 8am to 4pm, Monday to Friday, except for bank holidays and family holidays. The childminder employs an assistant. The childminder provides government-funded places for childcare.

Information about this inspection

Inspector

Chelsea Woollard

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 curriculum has been implemented and the impact that this has on the children's learning.
- The children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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