

# Childminder report

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Inspection date:

6 November 2024

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## **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 are very happy with this warm, welcoming childminder. She creates a well-organised environment that is familiar and comforting, and children are thriving in her care. She knows the children and families well and provides activities that are recognisable to them. For example, children play with small-world wooden soldiers and try on military hats that are just like what they see at home. She recognises that some parents go away for extended periods, so she makes 'home' booklets with the children, containing photos of special family members.

Children are very settled. They build strong attachments to the childminder and play well alongside each other. The childminder is a good role model, reminding the children to share and teaching them how to do this. Children behave well.

Children have access to a wide range of learning opportunities. For example, the childminder takes them out and about in the community and to groups where they get to interact with different children. They can easily access activities, supporting them to make their own choices and be independent in their learning. The childminder is attentive and interested, providing running commentary during children's play. She is ambitious, supporting children to meet the next steps in their development. Children are making good progress.

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

- The childminder shares information with parents about what their children are doing in the setting and how they can support learning at home. She keeps parents up to date with how their children are developing. Parents and the childminder work together to ensure consistency of care. For example, when toilet training, they follow the same systems to enable children to learn to use the toilet easily. The childminder's communication with parents is very good. Parents comment that she is the 'best childminder in the world'.
- The childminder supports children's speech and language development well. For example, she regularly sings with the children, and they love joining in with the actions and some words. Books are readily available, and she reads stories throughout the day. She chats to the children as they play, commenting on what they are doing, using clear, simple words and sentences.
- The childminder reflects on her setting, making changes to suit the age of the children who currently attend. She attends training and links with other childminders and the local authority to ensure she keeps up to date with current practices. For example, she has recently completed all mandatory training following a break from childminding.
- The childminder plans for children's next steps in development, using their interests to help them learn. She has good interactions with children. However,

at times, she could explain experiments to extend learning even further. For example, when discussing with children what objects make a noise when dropped into a container, she does not explain why some do not make a noise because they are too light, and others do because they are heavier.

- The childminder understands how young children learn and their different patterns of play. She uses this knowledge to support their learning and behaviour. For example, when young children show an interest in throwing and catching objects, she provides soft beanbags. For others who love to transport objects around, she provides baskets and bags.
- The childminder uses her curriculum planning to identify ways to help children develop their independence skills. For example, at snack time, she encourages even the youngest children to try to peel their fruit and to have a go at spreading butter on their crumpet. The childminder praises their efforts, and they smile with pride.
- Children learn skills to keep themselves safe. When out and about, older children know to look both ways and listen out for cars before crossing the road with the childminder. Younger children learn to set their own limits as they climb play equipment to a height where they feel comfortable, then climb back down, under the watchful eye of the childminder.

## 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:**

- build on the already good interactions with children to extend explanations of their experiments and ideas during play to further support their learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2762799                                                                           |
| <b>Local authority</b>                             | Wiltshire                                                                         |
| <b>Inspection number</b>                           | 10349582                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 10                                                                           |
| <b>Total number of places</b>                      | 7                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder was previously registered with a childminder agency between October 2021 and November 2023. She registered with Ofsted in November 2023. The childminder lives in Bulford, Wiltshire. She operates all year round from Monday to Friday.

## Information about this inspection

### Inspector

Joanne Neenan

### Inspection activities

- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The childminder spoke to the inspector about children's learning and development.
- Children communicated with the inspector during the inspection.
- 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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