

Childminder report

Inspection date: 28 January 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The kind-natured childminder provides children with a welcoming, calm and homely environment. She invests quality time in getting to know children and their unique personalities, such as showing their humour when they make funny faces, wanting others to giggle. Children show good levels of emotional well-being. They happily and confidently explore their surroundings. The childminder consistently models good manners and reminds children of the set rules and boundaries. Children say 'please' when they want something and tidy away their resources when they finish playing with them. Children feel safe and show a true sense of belonging.

Children learn about the world and demonstrate what they know through their independent play. They frequently revisit this learning, develop their own ideas and make connections. This is well illustrated when children offer pretend cups of tea to new visitors. They copy a 'beep, beep' noise to replicate the sound of a timer when opening the oven, and present 'breakfast' on a plate. Children's natural curiosity is ignited when they enjoy time in the outdoor environment with the childminder. They go out and about in the community and meet people from all walks of life, such as on their weekly visits to the local charity shop. This helps to promote good social skills, as well as learning about where they live.

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

- The childminder practices a variety of ways to develop children's language. She repeatedly sings nursery rhymes, which soon become familiar to children. They cleverly join in with the actions, often anticipating what will come next. Young children practise delightful back and forth conversations with the childminder. They babble, saying some recognisable words. They intelligently use facial expressions and hand gestures to get their ideas across, such as when they demonstrate that they are thinking and then get an idea. The childminder understands and responds with key information based on the topic. In this way, children learn to become active listeners and confident talkers.
- The childminder makes the most of opportunities for children to experience nature first-hand. For example, children show immense delight when they notice pigeons and squirrels in the childminder's garden. They love to share their enthusiasm and often say to others, 'Come and see.' The childminder skilfully reminds children of things seen on their walks. They happily nod when she tells them about the rainbow they saw recently. Children listen carefully as she helps them recall facts, explaining that rainbows occur when there is rain and sunshine at the same time. This greatly helps children develop knowledge about the world around them.
- On the whole, the childminder has a secure understanding of teaching children new skills in a sequenced way, such as learning to feed themselves. However, at

times, she does not precisely consider what she wants children to learn next so that their knowledge and skills build over time. This is evident when the childminder introduces too many concepts in quick succession, which are sometimes beyond their existing level of understanding. During these occasions, children's learning is not fully maximised.

- Children relish their time to explore and experiment with resources, such as with play dough. They show impressive levels of engagement and focus. However, on some occasions when fully absorbed in their play, the childminder interrupts them to suggest other activities they could do or asks lots of questions. This disrupts children's thought processes. Consequently, they quickly lose interest and do not get to follow a task through to the end.
- The childminder is committed to supporting children to become independent and develop their self-help skills in readiness for their next stage in education. For example, she supports children to use a step to reach the sink and wash their hands thoroughly. Children remember to rub the soap in between their fingers and rinse off the bubbles after. In addition, the childminder encourages children to put away their belongings, take off their own shoes on arrival and put on their slippers. She generously praises children's efforts, which helps to promote their self-worth and determination to do well.
- Parents are extremely complimentary about the education and care their children receive. They value the childminder's advice about care routines. The childminder keeps parents well informed of their children's busy day with her, including their ongoing progress. Parents share new developments in children's characters with her, which provides a useful insight into achievements that happen at home. This shared approach is helpful in promoting good progress. Parents report that their children are constantly learning new things.

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:

- refine the planning and delivery of adult-led activities that continually build on children's existing knowledge and skills
- enhance teaching to recognise best times to intervene in children's play without interrupting their thoughts and ideas.

Setting details

Unique reference number	505890
Local authority	Swindon
Inspection number	10368239
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	13 March 2019

Information about this early years setting

The childminder registered in 1988 and lives in Swindon, Wiltshire. The childminder operates all year round, Monday to Friday, 7.30am to 5.30pm, except for bank holidays and family holidays. She is eligible to receive funding to provide free early education for children aged nine months to four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their written 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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