

Childminder report

Inspection date: 18 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, nurturing and friendly atmosphere. She has established very secure settling-in procedures that focus on the individual needs of the children. Children are familiar with daily routines and form close relationships with the childminder. For instance, children enjoy a reassuring cuddle from the childminder before continuing to play with their friends. Children are confident and happy as they make free choices in their play. For example, they select toys that interest them from the large selection of toys available.

Children enjoy many opportunities to be physically active. The childminder's emphasis on outdoor play helps to promote children's positive feelings about exercise. For instance, she takes children on walks to local parks and other open spaces to help develop their large-muscle strength, balance and coordination. Children develop an understanding of how things work to support their technology skills. For example, they know to press buttons to make lights and sounds work on vehicles as they play. Children are curious and inquisitive about their play. Younger children spend extended time studying wheels on cars as they turn around. This supports them in understanding how things work.

The childminder has developed a curriculum that enables children to progress across all areas of learning. She provides activities based on children's current knowledge and interests. The childminder aims to prepare children for their transition to school.

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

- Partnerships with parents are effective. The childminder works closely with parents to meet children's needs. Parents are well informed about their child's learning and care through daily feedback. Parents say their children love to come, and are developing a range of great skills that support their development.
- The childminder is very active in her community. She regularly takes children to visit local parks to explore the world around them. Children attend a range of activities and learn to socialise with others at nearby children's groups. The childminder enables children to interact with different generations, enhancing their understanding of people in the community and fostering enjoyment of each other's company.
- The childminder is dedicated to supporting children and their families. She reflects on and evaluates the quality of the service she provides. The childminder is committed to developing her practice. For example, she has recently updated her knowledge on the changes to the early years foundation stage.
- Children's behaviour is appropriate to their stage of development. The childminder talks to the children about how they are feeling to support them in

dealing with their emotions. The children are kind to their friends and eager to help. For instance, the children take turns to complete a shape sorter. The childminder makes good use of praise and encourages children to use good manners. She is clear and consistent with her behaviour management.

- The childminder encourages children's independence to help build their self-confidence and to prepare them for school. For instance, she encourages older children to put on their own coats, help put away the toys and select their own drinks.
- The childminder gathers important information from parents, such as relating to children's routines and interests. She uses this knowledge to plan activities for children to encourage their learning. The childminder provides a wide range of toys that she believes the children will enjoy. However, she does not focus precisely on her curriculum intentions to promote children's next steps in learning. On occasions, adult-led activities are not set at an appropriate age for the children to understand.
- Generally, the childminder develops children's communication and language skills well. She engages with the children during play, explaining how things work and introducing new vocabulary. However, on occasion, she does not allow enough time for children to process the answer before offering the next question. Additionally, the childminder does not consistently correct children when they mispronounce words. This does not fully promote their developing language skills.

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:

- ensure adult-led activities have a clear focus and are appropriately pitched to the needs of the children involved
- strengthen interactions with children to further support their communication and language skills.

Setting details

Unique reference number	953844
Local authority	Wiltshire
Inspection number	10414952
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	28 September 2022

Information about this early years setting

The childminder registered in 1992 and lives in Chippenham, Wiltshire. She operates Monday to Thursday, 8am to 4.30pm, term time only. The childminder holds a childcare qualification at level 3. The childminder receives funding for the provision of free early years education.

Information about this inspection

Inspector

Tracey Cook

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector through written testimonials.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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.

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