

Childminder report

Inspection date: 12 March 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

Children are happy and settled in the childminders care. They are eager to take part in the activities that are planned for them, and they have positive attitudes to learning. The childminder provides a warm and welcoming environment for children. She is a calm, kind and positive role model. Children learn how to behave well and develop their social skills as they interact with others. They make friends easily and have strong bonds with the childminder.

The childminder provides children with a broad and challenging curriculum that meets their individual learning and development needs and supports children to make good progress in all areas of their development. Children enthusiastically participate in activities with the childminder. For example, they explore their creativity and practise their physical skills as they create artwork with paint using a range of different tools and as they thread coloured beads onto string. The childminder makes good use of local resources to extend children's learning. For example, children benefit from regular outings in the local community. The childminder organises library visits for storytelling and plans opportunities for them to develop their social skills, for instance, through play dates with other childminders. This helps children to develop new friendships.

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

- The childminder plans and implements an effective, well-sequenced curriculum that is tailored to the needs of each child. She regularly observes children and uses her secure knowledge of how children learn alongside her observations to assess children's stages of development. She uses this information well to help ensure all children make good progress in all aspects of their development.
- The childminder extends children's language and communication skills well. For example, together they play a game to match the heads and tails of a range of animals. Children are eager to select the cards they need to join together. The childminder introduces positional words such as 'top' and 'bottom', which children copy. She uses descriptive language, such as labelling the shape or colour of the animal and asks children questions to encourage them to think and problem solve.
- The childminder places high emphasis on literacy. For example, she reads familiar stories to children with great enthusiasm and makes this an interactive experience. She invests time in reading and sharing stories with children, developing their early love of books. Children frequently access books, and they show a genuine love of stories.
- The childminder supports children well to develop their understanding of mathematical concepts such as size, shape and colour as well as developing their counting skills. However, there is scope for the childminder to extend

children's mathematical awareness to challenge them further, such as with more focus on number recognition.

- Parents speak highly of the childminder and are very happy with the care and education their children receive. The childminder shares regular information with parents both verbally and through daily diaries and messages. However, the childminder has not yet fully developed ways to share information with other early years settings to promote continuity in children's learning.
- The childminder organises her environments to give children free choice and easy access to a wide range of resources and activities. Environments are stimulating to children. They access good-quality toys and resources and have considerable opportunities to play freely and creatively.
- The childminder provides secure and familiar routines to support children's all-round well-being. This enables them to maintain a good awareness of expectations and what happens next, and it also promotes their independence well. For example, she encourages children to wash their hands effectively before they eat and to tidy up when they have finished playing with toys and resources.
- The childminder teaches children to appreciate and respect the diversity of others. For example, children take part in art and gardening activities for mothers day, and she introduces them to festivals that other people celebrate, such as Diwali and Chinese New Year.
- The childminder shows a drive and dedication to ongoing professional development. She regularly attends the local authority meetings and knows the procedures to follow if she has concerns about children's welfare. She uses information she has gained from training effectively to improve her practice and outcomes for children. For example, as a result of oral health awareness training, she teaches children how to brush their teeth effectively and talks to the children about the importance of looking after their teeth.

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:

- review and enhance the curriculum to further develop children's mathematical knowledge and further support their number recognition skills
- strengthen links with other early years settings children attend to develop a shared approach to children's learning experiences.

Setting details

Unique reference number	EY282657
Local authority	Swindon
Inspection number	10377338
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	4 July 2019

Information about this early years setting

The childminder registered in 2004. She lives in Highworth near Swindon in Wiltshire. She holds a relevant childcare qualification. The childminder works all year round, each weekday, from 8am to 5pm. The childminder is in receipt of early education government funding for children aged one, two and three years.

Information about this inspection

Inspector

Dominique Allotey

Inspection activities

- The inspector viewed the premises and discussed with the childminder how they ensure that they are safe and suitable.
- The inspector observed the interactions between the childminder and children during daily routines and activities and assessed the impact these were having on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection, including discussing the childminder's self-evaluation and continued professional development.
- The inspector looked at relevant documentation, including checking the suitability of the childminder.
- The inspector completed a learning walk to understand the provision and how the curriculum is organised.
- The inspector took account of the views of the childminder and children spoken to on the day of the inspection and of parents through written documentation.
- The inspector completed a joint observation with the childminder.

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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