

Childminder report

Inspection date: 24 July 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 childminder creates an intentional routine that builds on what children need to know for their future. This is underpinned by her curriculum, which is designed to ensure children learn and develop well. For example, children learn how to grow their own fruit and vegetables. They nurture the trees, plants and vines. The childminder teaches the children about bees and pollination. Children watch with wonder. They help the childminder pick plums from the tree and recall prior knowledge that plums must be washed first, finally enjoying the fruits of their labour and eating the plums as part of a nutritious snack. The childminder carefully builds on what children already know to help them meet their milestones.

The childminder's curriculum has a sharp focus on personal, social and emotional development. This helps children develop secure relationships with the childminder and their peers. The childminder uses books and consistent strategies to teach children the emotional literacy they need to become independent and regulate their bodies. For example, children confidently express how they are feeling and repeat solutions when they need to take turns or compromise. Consequently, children work in harmony and respond positively to the routines and boundaries the childminder sets.

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

- Children experiment with trajectory. They experiment with throwing items in various ways. For example, children practise throwing beanbags at a target to help them develop their muscles and their hand-eye coordination. The childminder closely observes children's play and increases the challenge for some children such as adding hoop games to practise. This helps extend children's learning and build on what they already know and can do. Consequently, children make progress in their physical development.
- The childminder places a strong focus on communication and language. At every moment, she narrates children's play, skilfully creating the conditions for effective serve and return of conversation. For example, children recite 'The Very Hungry Caterpillar' book, remembering what the caterpillar ate. The childminder responds with new information relating to why and introduces new vocabulary such as 'chrysalis'. This prompts more conversation and effective questioning, helping children to build on their communication and language skills from their starting points.
- The childminder makes choices in her curriculum to help children stay active outdoors. She teaches children about the responsibility they have to care for their world and for the choices they make related to their own health and well-being. For example, children visit local farms, care for animals and learn about where their food comes from. This helps children to build healthy habits for the

future and understand the world they live in.

- Children experiment with water. They empty and fill containers, exploring volume and capacity. The childminder encourages the children to notice the shapes of the containers they use. Occasionally, she uses incorrect mathematical vocabulary to support children's learning. For example, the childminder refers to cylinders as circles and asks children to find more circles. This impacts the key knowledge children need to support their future learning.
- Overall, the childminder promotes literacy well. She encourages children's interest in books through stories and rhymes. Although the childminder provides some experiences for children to develop their dexterity and early writing skills, the resources they need are not visible or readily available for children to access them independently. Consequently, children can not easily choose to make marks. This impacts their progress towards the skills they need for their future learning.
- Children from an early age begin training to use the toilet. For instance, younger children in nappies observe older children asking to use the bathroom, which prompts them to have a go too. The childminder praises them for communicating their needs and teaches them the hygiene routines related to going to the toilet. Consequently, this builds the skills they need to manage their own hygiene routines.

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:

- strengthen the early years provision in relation to children exploring making marks to help them develop their coordination in readiness for early writing
- develop the accurate use of mathematical vocabulary to secure the early mathematical concepts appropriate to children's age and stage of development.

Setting details

Unique reference number	EY283336
Local authority	Wiltshire
Inspection number	10399650
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 December 2019

Information about this early years setting

The childminder registered in 2004 and lives in Andover, Hampshire. She operates all year round from 7.30am to 5pm, Monday to Friday. She has an appropriate qualification at level 3. The childminder provides government-funded early years education for all eligible children.

Information about this inspection

Inspector

Rebecca Lihou

Inspection activities

- The childminder and the inspector discussed the organisation of the childminder's provision and her aims for children's learning.
- The inspector took account of the views of parents and the children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector carried out a joint observation of an activity.
- 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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