

Childminder report

Inspection date: 17 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

Children are confident and well-settled at the childminder's welcoming home. They form secure attachments with the childminder, who interacts with warmth and kindness. The childminder knows children well. She gathers information from parents about their children at the start and on an ongoing basis. The childminder skilfully uses these details to promote each child's emotional and physical well-being. This helps children to play happily, feel safe and valued.

The childminder's curriculum focuses greatly on developing children's personal, social and emotional development. For example, from an early age, the childminder builds children's confidence in managing their self-care skills, such as learning to feed themselves at mealtimes. She supports their independence skills in a step-by-step way. Additionally, children visit various play groups and mix with a wider group of people. These opportunities support children to interact with new people, such as smiling and greeting them. These activities have proved successful as children make good progress in this area of learning.

Sensitive responses from the childminder helps children to understand her expectations around behaviour. She calmly intervenes when minor disputes occur between children, such as when they want the same toy. Her strategies are effective at supporting children to learn to play cooperatively and beginning to understand how their actions affect others.

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

- The childminder reflects on her provision in a purposeful way. Her wealth of experience has a positive impact on children's learning and development. The childminder completes regular professional development opportunities that help to extend her existing knowledge and teaching skills. She also works closely with other local childminders to gain fresh ideas and share good practice for children's benefit.
- As part of her ambitious curriculum, the childminder provides children with a broad range of engaging learning experiences. She places good emphasis on enhancing children's understanding of the world. This includes, cooking sessions that help children learn about how materials change when mixed together. Furthermore, the childminder celebrates children's unique home experiences by planning activities which relate to special events from their own cultures. This helps children to compare similarities and differences between their own way of life and those of others.
- To help manage children's feelings and behaviour, the childminder uses a range of successful techniques. She fully understands how each child is best supported to feel positive about themselves, and adapts her teaching accordingly. This

includes, if a little disagreement happens, the childminder distracts children to engage them in something new or offers a reassuring hug. The childminder promotes good manners, such as reminding children to say 'please' and 'thank you' at appropriate times.

- On the whole, the childminder supports children's communication and language skills well. She narrates their play to help them hear words in context. The childminder expands children's language acquisition by singing songs at every opportunity. For instance, when children sit in a toy box, the childminder encourages them to pretend it's a boat. She holds their hands and moves backwards and forwards, singing, 'row, row, row your boat'. Even the youngest children anticipate specific words that follow and join in with the end parts of the song. However, occasionally, the childminder does not fully consider specific language she wants children to learn, that builds on what they know already. At times, she chooses and reads stories with lots of text and sophisticated language, which is not always appropriate for younger children to tune into to develop their existing vocabulary.
- The childminder plans a variety of activities that she knows will raise children's level of enjoyment, such as providing musical instruments for them to explore. However, at times, the childminder does not organise the learning environment as well as possible to continually motivate children to play for sustained periods of time. This is evident when there is an abundance of resources available for children to choose from. This does not support children's spontaneous play to the fullest, as they switch quickly from one toy to another and do not get an opportunity to expand on their interests in a more meaningful way.
- Parent partnership is strong, trusted and effective. The childminder ensures that she keeps parents well informed about their children's development. Parents welcome and value the boundaries and structure the childminder provides, especially to help develop children's self-care and social skills. They work closely with the childminder to support their children's ongoing progress.

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:

- focus more sharply on supporting children's communication and language skills that builds on what they know already
- enhance the learning environment to precisely reflect the individual learning and development needs of children.

Setting details

Unique reference number	EY307138
Local authority	Wiltshire
Inspection number	10375955
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 3
Total number of places	3
Number of children on roll	5
Date of previous inspection	10 May 2019

Information about this early years setting

The childminder registered in 2005 and lives in Chippenham, Wiltshire. She operates Tuesday to Friday, from 8am to 5.30pm, all year round. The childminder holds an appropriate qualification at level 3. 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- 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 inspector and the childminder carried out a joint observation of an activity.
- Parents shared their 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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