

Childminder report

Inspection date: 2 June 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

Children are comfortable and happy in the childminder's home. She is kind and patient with the children, attentively supporting their needs. They build strong relationships with her and demonstrate good levels of respect. The childminder encourages independence through daily routines. For example, when tidying up, she plays a familiar pop song that the children and her sing along to, creating a happy time while they put the resources back where they belong. Children who initially do not wish to help are positively encouraged and are praised for their input.

The childminder knows the children well and how they learn. She gathers plenty of information from parents to help her get to know children so that she can support them appropriately. The childminder spends time observing children as they play. She assesses their skills and outlines what they need to learn next, making plans to help them achieve these goals. Snack time is calm and structured well, with children demonstrating independence, making choices and using good manners. The childminder engages in meaningful conversations and models language before a meal. Oral health is discussed naturally during meals, embedding health education within daily routines.

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

- The childminder supports communication effectively through interactive story time. She uses deliberate inaccuracies when reading 'The Very Hungry Caterpillar' to encourage children's recall and critical thinking. Children respond with enthusiasm. The childminder uses conversations to extend children's learning and vocabulary, including discussions about caterpillar features and the types of food they might eat, supporting language development and knowledge of the natural world. All children demonstrate good levels of involvement, concentration and enjoyment throughout the activity.
- The childminder maintains strong links with children's second settings, holding regular conversations and formalised termly reviews to ensure consistency in next steps and learning outcomes.
- Mathematical concepts are seamlessly woven through everyday routines and play. For example, when discussing ages, the childminder counts alongside the children and prompts them to identify the next number, encouraging early number recognition in meaningful contexts.
- The childminder takes part in regular training to enhance her provision. For example, she recently completed behaviour management training, which enhanced her understanding of different behaviour drivers. This helped her to identify a variety of strategies to use with children and their individual needs. The childminder consistently reinforces clear behavioural expectations in an age-

appropriate way, such as reminding children to use 'walking feet' indoors. She praises children for good listening and encourages them to take turns and follow agreed rules during play.

- Children make good progress in their learning. The childminder organises fun activities to engage children and nurture their interests. However, the curriculum does not always provide stretch and challenge for older children. For example, some tasks are too easy and do not extend children's learning.
- The childminder prioritises developing children's independence in preparation for school, including self-care routines, such as putting on coats and shoes. She promotes this through activities such as dressing up. Children eagerly try to do things for themselves and ask for help when needed. They show strong perseverance and resilience. Although the childminder reminds children to wash their hands, she does not explain why this is important, which limits their understanding of good hygiene practices.
- To support early literacy skills, the childminder encourages fine motor development through activities such as snipping with scissors, preparing children for future writing tasks. She uses a variety of scissors in the early stages and supports progression. For example, when children initially use scissors independently, they use a pair that gently spring open to help develop the movements required to use them effectively.
- Parents speak highly of the childminder's consistent communication and regular developmental feedback, which helps them remain informed and involved in their child's progress. Parents say that children's emotional well-being is strongly supported, and they describe the setting as a safe and nurturing space where children feel secure. Children settle quickly, and parents attribute this to the childminder's calm, supportive approach during transitions.

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:

- support children's understanding of personal hygiene, including the importance of washing and why we wash our hands before meals
- enhance the curriculum to provide older children with stretch and challenge where appropriate.

Setting details

Unique reference number	EY311392
Local authority	Wiltshire
Inspection number	10394756
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	24 September 2019

Information about this early years setting

The childminder registered in 2005 and lives in Devizes, Wiltshire. She operates her service all year round from 7.30am to 6pm, Monday to Friday, except family holidays. She holds an appropriate qualification at level 3. The childminder provides funded early education for children aged two, three and four.

Information about this inspection

Inspector

Chris Langdon-Casey

Inspection activities

- The inspector discussed the planned curriculum with the childminder and observed how she implements the educational programmes.
- The inspector observed interactions between the childminder and the children and spoke with them at appropriate times during the inspection.
- The childminder discussed how she evaluates practice and the effectiveness of the provision.
- The inspector looked at evidence of first-aid training and discussed how the childminder safeguards children's welfare.
- The inspector took account of written testimonials from parents.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding 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.

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