

Childminder report

Inspection date: 5 August 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 calm, welcoming environment where young children feel safe and ready to learn. Children settle quickly because they are greeted with kindness and reassurance. Relationships are built through consistent care and gentle routines. The childminder responds sensitively to children's emotional needs, helping them feel secure and confident.

The childminder prioritises children's communication. They want children to become confident speakers who can share their thoughts and feelings. Children enjoy listening to their favourite stories and rhymes. Staff pause at key moments so children can join in with familiar phrases, ask questions and share ideas. Babies babble, clap and point. The childminder narrates back to them, introducing everyday words and extending their vocabulary. Children learn to listen to others and express themselves clearly.

Children regularly visit local farms and woodlands, where they learn about different animals, what they eat and how they are cared for. These outings spark curiosity and help children make links between their play, stories and real-life experiences. The childminder also meets weekly with other childminders and their children. This gives children regular opportunities to mix with different age groups and build confidence in larger groups. Children practise their emergent social skills, which helps them to develop friendships.

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

- The childminder promotes physical activity every day. In the garden, children throw balls and beanbags into hoops. They climb the ladder to the playhouse and move their bodies to music. Staff encourage children to stretch, balance and jump. The childminder takes children on regular walks to the park. There, they climb on play equipment and run around in the wide-open space. These activities help children burn off energy and build physical confidence.
- Children behave well. The childminder sets clear expectations and responds in a calm and consistent manner. They offer gentle reminders to reinforce the rules of the home, such as using kind hands. Children learn the reasons behind the rules and are helped to understand that their actions can affect others. As a result, children begin to manage their behaviour and feel confident talking about their feelings.
- The childminder wants children to learn how to do things for themselves. They teach children how to put on their shoes and coats without support. Children are given choices about what they want to play with and learn. However, the childminder does not always encourage older children to help with everyday tasks, such as clearing and cleaning the table. As a result, valuable opportunities

to promote independence and practical skills are sometimes missed.

- Parent partnerships are strong. The childminder provides parents with regular feedback on their children's progress and learning. She offers support and advice tailored to each family's needs. Parents say their children are growing in confidence, communication and social skills. This helps families feel supported and involved, developing a trusting partnership.
- The childminder uses her observations to identify gaps in children's learning and tailors activities to meet their individual needs. She builds on children's interests and starting points, offering targeted support to help them achieve their next steps. As a result, children make good progress across all areas of learning and develop the skills they need for the next stage in their education.
- Children develop an awareness of diversity through the childminder's use of stories, books and spontaneous conversations. With her support, they learn about some cultural celebrations, such as Diwali, and show interest in diversity and cultural differences. However, the childminder does not routinely extend children's learning across a wider range of cultures. This limits opportunities to help children understand and appreciate the differences between their own and others' ways of life.

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:

- extend opportunities for children to develop their independence, particularly around mealtimes
- help children to develop a better awareness of diversity to support their understanding of different cultures, communities and race.

Setting details

Unique reference number	EY311659
Local authority	Wiltshire
Inspection number	10399873
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	0 to 5
Total number of places	12
Number of children on roll	20
Date of previous inspection	18 December 2019

Information about this early years setting

The childminder registered in 2005. She lives in Calne, Wiltshire. The childminder operates on Monday to Thursday from 7.30am to 6pm and on Friday from 7.30am to 9am, all year round. She holds a relevant early years qualification at level 5 and works with an assistant. She offers funded early education for children.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- The inspector and the childminder discussed the provision and the curriculum.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how they self-evaluate the provision.
- The inspector spoke to staff during the inspection.
- The inspector looked at relevant documentation, such as the paediatric first-aid and safeguarding certificates.
- The inspector took account of written testimonials from parents.
- Children spoke and engaged with the inspector during the inspection.

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