

Childminder report

Inspection date: 30 June 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the childminder's care. They arrive eager to start their day and quickly settle into the warm, nurturing environment. Children build exceptionally strong and trusting relationships with the childminder and each other. They show impressive empathy and awareness of those around them. For example, older children play football considerably when younger children are nearby, making sure everyone stays safe.

The childminder knows each child thoroughly and works closely with families to plan clear starting points and set tailored strategies for development. Parents praise the exceptional support both they and their children receive.

The childminder builds strong partnerships with parents, actively involving them in their child's learning journey. She quickly identifies any gaps in learning, such as in speech and language, and shares clear strategies to ensure consistency between children's homes and her setting. Her open and effective communication creates a strong, collaborative approach.

The childminder offers a clear and ambitious curriculum designed to help every child succeed. She knows exactly what she wants children to learn and supports them to build confidence and independence. Children engage with enthusiasm, showing high levels of focus and perseverance. Older children, for example, learn to recognise their own names and those of their friends, preparing them well for school.

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

- The childminder provides thoughtfully planned experiences beyond the home that inspire children and enrich their learning. She takes them on purposeful outings to the library and local playgroups, where they explore a wide range of high-quality resources and build friendships with other children. These carefully chosen opportunities ignite children's curiosity, deepen their understanding of the world and strengthen their communication skills. Children show exceptional confidence and independence as they engage in new environments and form secure, respectful relationships with others. These meaningful experiences make an outstanding contribution to their personal, social and emotional development.
- The childminder supports children exceptionally well with toilet training, using clear and consistent strategies that help them feel confident and secure. Older children independently access the bathroom and wash their hands without prompting, showing impressive self-care skills. The childminder fosters a strong ethos of teamwork, encouraging children to take responsibility and work together. For example, when she invites them to help tidy up, she proudly tells

them, 'We are doing teamwork,' and children respond with enthusiasm, actively taking part and showing genuine pride in helping.

- The childminder meticulously evaluates her provision, continually refining her ambitious curriculum to meet every child's needs. She actively seeks further guidance to ensure thorough coverage and to introduce fresh, inspiring ideas that enrich children's experiences. She works closely with other professionals to discuss children's progress and prioritises her own professional development, ensuring her knowledge remains current and her practice highly effective. This reflective and proactive approach fosters a consistent, high-quality experience for all children.
- The childminder demonstrates inspirational practice through her meticulous planning, consistently extending children's learning in engaging and meaningful ways. She skilfully weaves mathematical concepts into everyday activities, making learning exciting and relevant. For example, during a football game, children take turns as goalkeeper and tally their goals using boards and chalk. At the end, they count and compare their scores with the childminder, confidently discussing who has more or fewer goals. Through these carefully planned experiences, she deepens their mathematical understanding and builds their confidence with numbers in a fun and practical context.
- The childminder sets an exemplary standard as a role model, consistently demonstrating positive behaviours for children to follow. She ensures that both she and any visitors to the setting model the same high expectations. For example, to promote sun safety in the summer, she makes sure all children, as well as herself and visitors, wear sun hats. This unified approach reinforces safe habits and helps children understand the importance of protecting themselves, fostering strong lifelong awareness through positive, consistent examples.
- The childminder skilfully builds on children's home languages to strengthen their understanding of English. She models language clearly, extends children's sentences and creates regular opportunities for meaningful conversation. By consistently introducing and using simple signing alongside spoken words, she helps children make strong connections between language, meaning and expression. This inclusive approach supports all children, including those learning English as an additional language, to communicate their thoughts and needs with increasing confidence and fluency.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture of safeguarding that puts children's interests first.

Setting details

Unique reference number	EY354373
Local authority	Swindon
Inspection number	10398808
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	11 November 2019

Information about this early years setting

The childminder registered in 2007. She lives in Swindon. The childminder receives funding for the provision of early education for children. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Chris Langdon-Casey

Inspection activities

- The childminder showed the inspector the premises and discussed how she organises her provision, including the aims and rationale for her early years curriculum.
- The inspector talked to the childminder at convenient times and observed the quality of teaching, indoors and outdoors, assessing the impact this is having on the children's learning.
- The inspector and the childminder conducted a joint observation of the quality of teaching and learning during a planned activity.
- The inspector spoke to parents and took account of parents' written feedback.
- The childminder and the inspector discussed the leadership of the setting, and the inspector sampled documentation, including the children's progress checks.

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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