

Childminder report

Inspection date: 5 February 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 show a true sense of belonging at this well-organised and welcoming setting. The childminder gathers information from parents when children start. She uses these details effectively, ensuring children's early planning arrangements meet their individual needs and help them settle with ease. The well-established routines ensure that children know what to expect, for instance, they know that after story time with the childminder, it is nap time. All children behave well. They understand and follow the childminder's high expectations of the rules and boundaries in place.

The childminder implements a varied and ambitious curriculum. Children make good progress from their initial starting points. For example, children's communication and language skills are improving at a steady rate, as they hear and begin to apply key words modelled by the childminder. Those children interested in how things work, use the word 'roll' to describe a wheel spinning on a toy cutter, after hearing the childminder repeating it. In this way, children's vocabulary is constantly increasing.

Children demonstrate positive attitudes to learning. This is illustrated when they thoroughly enjoy their time in the childminder's garden. The childminder offers children different types and sizes of balls. She shows them how to bounce and catch balls. Even the youngest children show their inquisitive natures when they use trial and error to test out the bounce quality of each ball in turn.

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

- There is a strong emphasis placed on developing children's love for books. Children cheer when the childminder tells them that it is story time. They listen attentively to the childminder's expressive manner. They remember some of the events and what is going to happen next. For example, children look shocked and say 'oh no' when different animals in a story steal fruits from the character's basket. They learn that stories can evoke a variety of feelings as they begin to show empathy towards the characters in the story.
- The childminder uses her knowledge of child development, alongside her observations of children, to inform her planning. She organises activities based on children's interests, such as fruit and vegetable printing with paint, as they like to play with toy foods in the role-play area. However, the childminder is not always secure in her knowledge of ways to plan a sequenced curriculum to support the youngest children's development. On occasion, she does not fully support these children to build on what they know and can do already, such as when she sometimes introduces concepts which are currently beyond children's level of comprehension.
- Opportunities to explore the world around them are introduced to children as

they occur in real time. For instance, the childminder draws children's attention to their shadows when in the garden. She shows them how her body movements can be seen in her shadow. Children are eager to practice themselves. However, at times, the childminder is too quick to introduce new activities while children are still exploring and engrossed in their own play. On these occasions, they do not get enough time and space to independently test out their own ideas or expand on their thinking.

- Children benefit from opportunities to learn how to manage their self-care needs. This is evident when they find their coats and attempt to put them on themselves. The childminder encourages them to follow a set of instructions, which helps children persevere. They put on their own wellington boots to go out in the garden and take them off independently when they come back indoors. The childminder reminds children to drink water after their exercise outside. This supports their growing understanding of how to adopt a healthy lifestyle.
- Parents are complimentary about the childminder and the quality of care she provides. They value the regular communication, including updates on children's daily care routines and photographs of what they have enjoyed. The childminder shares children's ongoing progress with parents and encourages them to contribute to their learning at home. This helps support consistency of care and learning between home and the childminder.
- The childminder is dedicated to her ongoing professional development. She ensures her mandatory training, such as first aid, is kept up to date. Additionally, the childminder has recently completed training to further support children's early language development. This helps the childminder to provide children with high-quality care and education.

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 precisely on implementing a more sequenced approach to the youngest children's next steps in learning
- refine interactions with children to recognise when to intervene in their play without interrupting their thoughts and ideas.

Setting details

Unique reference number	EY384250
Local authority	Wiltshire
Inspection number	10376154
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	20 May 2019

Information about this early years setting

The childminder registered in 2008. She lives in Colerne, Wiltshire. She operates Monday to Thursday, from 7.30am to 5.30pm, all year round. The childminder holds a relevant early years qualification at level 3. She is eligible to receive funding for the provision of 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 a group activity.
- Parents shared their written 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.

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