

Childminder report

Inspection date: 20 March 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 form strong bonds with the childminder and demonstrate that they feel safe and secure in her care. The childminder knows children well, she plans her curriculum effectively to meet all children's individual learning needs and interests. For example, she recognises that some children prefer being outdoors and learn better in this environment, so she implements a strong outdoor curriculum, delivering a wide range of activities to support children's learning and development outdoors. Children are keen to join in with the activities on offer to them. They demonstrate positive attitudes to learning. Children access resources freely, which builds their independence and gives them opportunities to make their own choices and lead their own play. This boosts their self-confidence and encourages their creativity.

Children are supported to manage their self-care skills. For example, before children eat and when they have finished playing in the garden, the childminder reminds them to wash their hands. Older children manage to do this independently and show a secure understanding of why good hand hygiene is important. The childminder helps younger children to understand how to use soap and dry their hands effectively. Children's behaviour is good. The childminder teaches children how to share and take turns. For example, she plans group games that help children to understand rules and the need to take turns as they play.

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

- The childminder regularly gathers information from parents to help her get to know each child as an individual. She also observes children's play and uses the information she gains to identify and plan children's next steps in their development. She effectively builds on what children can already do and what they already know to help them make continually good progress.
- The childminder makes learning fun and interesting to engage children. For example, children practise their fine motor skills as they use tweezers to pick up pom-poms and coloured rice, which they post in the monster's mouth.
- The childminder provides opportunities for counting and number recognition, and she helps children to understand mathematical language. For example, children pick a number displayed on a sticker, they count up to the number using their fingers and then go on a hunt around the garden to find the matching number displayed in print. The childminder takes opportunities as they arise to build on children's mathematical knowledge, including using mathematical language, such as 'round' and 'long', during play.
- Children show an interest in books. They enjoy listening to stories being read to them about their favourite characters and looking at the pictures in the book. The childminder takes opportunities as they arise to read with children. However,

she does not always successfully sustain the attention of all children, and some lose interest and wander off to find another activity. This means they do not fully benefit from the storytelling experience.

- The childminder enhances children's communication and language skills well. She gives children a good commentary of their play, this helps children hear a wide range of words. She introduces a wide vocabulary through play and outings. She uses questions well to give children opportunities to share their thoughts and ideas. She supports children with varying speech and language needs effectively.
- Although, overall, the childminder supports children's language development well and provides opportunities for children to develop their early mark making, writing skills and the recognition of letters and the sounds they make. She does not always model the correct letter sounds to children to ensure they hear and learn the correct pronunciation to lay the foundation for their language development and later reading.
- The childminder communicates well with parents. She shares information with them on a regular basis about what children are doing and she gives them information about what she is working on with their child at that time. Written feedback from parents is extremely positive. It reports that they are very happy with their children's progress and comment on how happy their children are in the childminder's care.
- The childminder's ongoing risk assessment and effective supervision helps to keep children safe. She maintains a secure knowledge and understanding of her safeguarding roles and responsibilities, including the correct procedures to follow if she is concerned about a child's safety or welfare.
- The childminder regularly improves her knowledge and skills by attending workshops, training and networking with local childminders. The childminder has close links with local settings and works in partnership with other early years settings children attend to offer a continuity of care and education to children.

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:

- explore ways to develop storytelling opportunities for children, so all children gain the most from the activity
- improve knowledge of the sounds that letters represent, so the children hear the correct pronunciation of letter sounds to enhance their language and literacy

skills.

Setting details

Unique reference number	EY393073
Local authority	Swindon
Inspection number	10377342
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	6
Number of children on roll	4
Date of previous inspection	12 September 2019

Information about this early years setting

The childminder registered in 2009. She lives in Swindon, Wiltshire. She operates Monday to Thursday, all year round from 7.30am to 5.30pm. The childminder is in receipt of early education government funding for children aged two and three years.

Information about this inspection

Inspector

Dominique Allotey

Inspection activities

- The inspector viewed the premises and discussed with the childminder how they ensure that they are safe and suitable.
- The inspector observed the interactions between the childminder and children during daily routines and activities, both indoors and outdoors, and assessed the impact these were having on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection, including discussing the childminder's self-evaluation and continued professional development.
- The inspector looked at relevant documentation, including checking the suitability of the childminder and other household members.
- The inspector completed a learning walk to understand the provision and how the curriculum is organised.
- The inspector took account of the views of the childminder and children spoken to on the day of the inspection and of parents through written documentation.
- The inspector completed a joint observation with the childminder.

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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