

Childminder report

Inspection date: 24 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 happy, settled and confident in this welcoming, home-from-home setting. The childminder creates a calm, nurturing environment, where children feel secure and valued. She knows each child well and builds warm, trusting relationships that support their emotional well-being. Children benefit from consistent routines and sensitive support, which help them develop confidence, independence and a positive sense of self.

The childminder has high expectations for all children. She models respectful interactions and helps children manage their feelings. Children play cooperatively and show kindness towards each other. When minor conflicts arise, the childminder uses gentle, age-appropriate strategies to support reflection and learning.

The curriculum is broad, ambitious and responsive to children's interests. It is generally well sequenced to support progress across all areas of learning, including for children with special educational needs and/or disabilities (SEND). The childminder works closely with parents and professionals to identify needs early and provide targeted support.

Children enjoy a wide range of engaging experiences, including nature exploration, messy play and real-life role play. They develop strong communication skills, growing independence and curiosity. As a result, all children, including those who are disadvantaged, make good progress and are well prepared for their next stage in learning.

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

- The childminder has created a broad and balanced curriculum that reflects children's interests and supports their progress across all areas of learning. She understands how young children learn and provides a well-sequenced range of experiences that help them develop the skills and knowledge they need for their next stage. The curriculum is ambitious and inclusive. It supports all children well, including those with SEND and those in receipt of additional funding.
- The childminder places strong emphasis on language development, using modelling, repetition and open-ended questions to extend children's vocabulary. For example, during a paint mixing activity, she encouraged children to compare quantities using terms, such as 'more' and 'less', and explored colour changes through sensory play. Children identified colours and attempted to make new ones, showing curiosity and focus. However, on this occasion, the activity was not adapted effectively to meet the developmental needs of the youngest children, which limited their learning opportunity.
- Children settle quickly and build secure attachments. They show pride in their

achievements and demonstrate growing independence. They confidently express their needs, such as asking for help or sharing how they feel. This reflects the calm, nurturing ethos of the setting and the childminder's strong care practice. Children learn to cooperate, share and manage their emotions. They behave kindly and respectfully, supported by consistent guidance and clear boundaries.

- The childminder monitors children's progress through regular observations and reviews. She works in close partnership with parents, who speak highly of the care and support their children receive. Parents say their children are more confident, independent and ready for school. The childminder shares information regularly and encourages parents to extend learning at home, such as supporting early self-care or using shared vocabulary.
- Partnerships with external agencies are used effectively. The childminder takes swift action when concerns arise, particularly in identifying and supporting children with SEND. For example, she worked with the local authority to seek early years inclusion advice and completed language assessments and referrals to speech and language therapy.
- The childminder is committed to continuous improvement. She attends local network meetings and accesses training to update her knowledge, including safeguarding, the 'Prevent' duty and food allergens. She reflects on her practice and is open to professional dialogue. She has taken action to address previous recommendations and demonstrates a clear understanding of how children learn. However, she does not always adapt adult-led activities effectively to meet individual learning needs, which limits the impact of teaching for some 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:

- differentiate the planning and delivery of adult-led activities to meet the developmental stages and learning needs of all children.

Setting details

Unique reference number	EY399738
Local authority	Swindon
Inspection number	10399064
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 November 2019

Information about this early years setting

The childminder registered in 2009 and lives in Swindon, Wiltshire. She operates all year round from 7.45am to 5.15pm, Monday to Thursday. The childminder holds an early years qualification at level 3. She receives government funding for children aged nine months to four years.

Information about this inspection

Inspector

Shahnaz Scully

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The inspector reviewed written feedback from several parents provided during the inspection and took account of their views.
- 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