

Childminder report

Inspection date:

10 April 2025

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children feel happy and secure in the childminder's care. They eagerly enter the childminder's home, and those who struggle to say goodbye to their parents quickly settle with a reassuring cuddle from the childminder. The childminder organises a curriculum that helps children of all ages make good progress in their learning and development. Babies develop their core strength and balance as they pull themselves up to standing and take small steps. Older children develop their creativity and imagination, dressing in costumes and acting the part of a king and queen. Older children communicate confidently. The childminder and her assistants hold rich interactions with children, giving them time to think and respond. The childminder prepares children to be ready for their next stage of learning.

The childminder and her assistants build strong bonds with children and recognise the positive impact these relationships have on children's learning and development. The childminder encourages children to be kind and respectful. Children are curious and concentrate well. During a game, older children listen to their friends' opinions about what they want to do next and adapt the game to suit everyone involved. The childminder supports children's development of respectful relationships with other children and children cooperate well.

The childminder and her assistants work closely as a team. However, the childminder does not have appropriate systems in place for self-evaluation and does not critically review her assistants' practice to ensure that children receive the best possible care and education. As a result, there is not a culture of continual improvement or development. In addition, she does not always ensure staff are fully competent to undertake some of the roles that she asks of them.

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

- The childminder has developed a well-rounded curriculum that prepares children for the next stage of learning. She allows children time to practise what they know and can do, and supports them in recalling their prior experiences. For example, she helps children remember and discuss the activities they did with her the day before, which builds their memory recall skills.
- Assistants report that they enjoy working with the childminder. However, the childminder does not always identify when there are improvements that could be made to their practice. As such, they do not receive appropriate guidance to ensure they are competent to fulfil all of their duties and that statutory requirements are met at all times. Furthermore, the childminder does not effectively reflect on or evaluate her own practice or the setting's general effectiveness to identify areas where further enhancements can be made to the learning opportunities on offer.

- There is a focus on guiding children to develop their knowledge of nature and animals. The childminder takes children on daily walks in the village and local countryside. Children develop their understanding of the local community. However, the childminder does not always support children to understand and celebrate their similarities and differences or to learn more about religions and cultures which differ from their own.
- Children enjoy listening to staff reading stories to them. The childminder helps children develop a love of books and stories. By listening to the books, children gain knowledge of experiences beyond their own. Staff read books in an interesting way, and children like joining in with the parts they know.
- The childminder's partnership with parents is effective. Parents report that they feel well informed about their children's daily activities and progress. They value the childminder's use of the outdoors, which promotes their children's physical development. Parents recommend the childminder to others.
- Children build their confidence and skills in counting and understanding quantities. The childminder helps older children count the dots in a pattern and recognise numerals up to five. Babies learn about sequence while building a tower of rings. The childminder boosts children's mathematical vocabulary, helping them decide if they need more or less to make a specific quantity.
- The childminder recognises the importance of developing children's communication skills. She strives to expand their vocabulary by using a wide range of words when speaking and regularly teaching them new ones. The childminder has lengthy back-and-forth interactions with children, which develop children's conversation and critical-thinking skills.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement effective procedures for self-evaluation to ensure that all aspects of practice continue to improve over time	10/05/2025
improve oversight of the roles and responsibilities of assistants to ensure they are fully competent to complete them.	11/04/2025

To further improve the quality of the early years provision, the provider should:

- support children to understand and celebrate their similarities and differences, and to learn more about religions and cultures that differ from their own.

Setting details

Unique reference number	EY404495
Local authority	Wiltshire
Inspection number	10394513
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 10
Total number of places	7
Number of children on roll	20
Date of previous inspection	10 September 2019

Information about this early years setting

The childminder registered in 2009. She lives in Lockeridge, Wiltshire. She works with two assistants. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. One assistant has a level 3 qualification and the other is unqualified. She offers government funded spaces for childcare.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- The childminder, assistants, and children spoke with the inspector during the inspection.
- The inspector reviewed the quality of the curriculum and assessed the impact this has on children's learning.
- The childminder carried out a joint observation with the inspector.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder, assistants and people living in her home.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector reviewed written feedback from parents during the inspection and took account of their views.

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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