

Childminder report

Inspection date: 11 February 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

The childminder offers a welcoming and well-organised environment where children feel a true sense of belonging. Children happily greet new visitors, proudly show their toys and invite them into their play. Children feel secure and benefit highly from being looked after by the nurturing and responsive childminder. Those who become a little unsettled readily approach her for cuddles. The childminder spends quality time explaining to older children about the younger one's needs, such as playing carefully around young babies who are learning to roll. Older children understand and show ample amounts of compassion and consideration towards their youngest friends.

The childminder designs a curriculum that is broad and varied. She provides a balance of opportunities for children to enjoy adult-directed activities, as well as moments where they lead their own play. The childminder prioritises children's communication skills with opportunities to hear and learn to apply new words. For example, she takes children to a café where they observe people carrying out their different roles, such as the customer and those who work at the café. This theme is incorporated into the role-play area at the childminder's home. Children enthusiastically pretend to order, make notes and serve food and drink. They are polite in their approach, remembering to use 'please' and 'thank you' appropriately. In this way, children learn about the world around them.

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

- The childminder evaluates her practice daily. She considers how well children have enjoyed the activities and what she could do differently to enhance their engagement next time. The childminder researches further opportunities to continue her professional development. For example, she completes online training to further support her practice. This improves the already positive outcomes for children.
- The childminder supports children's social development. For example, she organises a range of play experiences in the local area. Children visit parks, soft play and play groups with the childminder. These first-hand experiences provide children with opportunities to play with others and build early friendships. When indoors, the childminder is quick to intervene to sort out any minor squabbles between children, such as wanting the same toy. She reinforces to children that they need to consider each other's feelings and focus on being kind to each other. However, the childminder is yet to give children, who appear competent to do so, the time and space to practise the strategies she has taught them, in order to play more cooperatively without her intervention.
- The childminder ensures children have access to fresh drinking water throughout the day and reminds them to remain hydrated. She offers healthy snacks and

talks to children about how these support their good health. The childminder provides safe knives for children to cut up fruit, such as bananas. The childminder praises them for working safely. She sensitively supports children to wash their hands independently. Children do this well and remind each other to rub soap in between their fingers. In this way, children learn ways to adopt a healthy lifestyle.

- The childminder prioritises children's developing communication and language skills. She repeats what children say, models the correct pronunciation, as well as singing and sharing stories. Older children are inquisitive and want to know more. The childminder responds to their questions with clarity to help them understand. Children thoroughly enjoy looking at books independently. They point at pictures, name what they see and recall some of the key events in story books that they are familiar with. Children show a genuine love for books and know how to look after them.
- The childminder closely monitors children's progress from their starting points. She uses this information to plan an exciting range of activities and experiences based on children's interests. These activities are frequently repeated to help children practise and refine their skills. However, sometimes the adult-led activities are not planned carefully enough and the childminder introduces too many concepts in one go. At these times, some children's individual learning needs are not fully met and do not always build on their existing knowledge and skills. This can lead to children losing interest and focus.
- Parent partnership is trusting and strong. The childminder shares details of children's care and development. She completes the progress checks at age two and shares these with parents. The timely updates on children's progress are much appreciated by parents, who highly value the opportunity to hold two-way conversations. This effectively ensures joint participation in children's care and learning.

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:

- enhance support for children to negotiate and solve minor disagreements themselves, in order to play cooperatively
- refine planning, organisation and delivery of adult-led activities to consistently meet all children's individual learning needs.

Setting details

Unique reference number	EY408805
Local authority	Wiltshire
Inspection number	10375849
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 2
Total number of places	4
Number of children on roll	6
Date of previous inspection	7 May 2019

Information about this early years setting

The childminder registered in 2010. She lives in Royal Wootton Bassett, Wiltshire. The childminder works Monday to Thursday from 8am to 5pm, all year round. She is eligible to receive funding to provide 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.
- Children spoke with the inspector during the inspection.
- 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 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.

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