

Childminder report

Inspection date: 25 June 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder offers a clear and ambitious curriculum that is precisely tailored to each child's needs. She has a strong vision for what she wants children to learn and carefully considers how to help them achieve it. For instance, to support children's transition to school, she organises purposeful visits to the local primary school. These visits allow children to meet teachers and begin to understand what school life will be like, fostering confident discussions and easing anxieties. The childminder also thoughtfully engages older siblings in these conversations, helping the younger ones make sense of upcoming changes and promoting their emotional readiness for the next stage of their education.

Partnerships with parents are a significant strength. Families consistently praise the warm, homely environment, describing it as nurturing and supportive. Children settle quickly and feel secure, benefiting from the childminder's deep understanding of their individual needs. She offers practical guidance on key areas such as toilet training and behaviour, working collaboratively with parents to ensure consistency and success. Many families return with younger siblings, a testament to the high levels of trust and satisfaction in the care provided.

Children flourish in this setting. They show exceptional well-being, engagement and perseverance, underpinned by the childminder's expert knowledge and high-quality interactions.

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

- Children's communication and language skills are exceptionally well supported. The childminder skilfully tailors her language to each child's stage of development, thoughtfully introducing new vocabulary and explaining words clearly in context. For example, when using play dough, a child notices that the dough matches the shape of the pot, she extends this learning moment by introducing the word 'cylinder', describing it as 'two flat circular ends and the curved surface that wraps around'. These rich, purposeful interactions deepen children's understanding and encourage them to explore and describe the world with increasing confidence. Through consistently high-quality dialogue, children become articulate and eager communicators, developing strong foundations for future learning.
- The childminder promotes children's personal development exceptionally well by actively fostering independence and confident decision-making. When older children express their need to use the bathroom, she encourages them to take themselves independently, gently prompting them beforehand to think about what they need to do afterwards. Children confidently explain that they must flush the toilet, wash their hands with soap and water, and then dry them

thoroughly. This clear, consistent routine helps children understand how to keep themselves safe and healthy while reinforcing important self-care habits. By embedding these practices, the childminder supports children's readiness for school effectively, ensuring they develop the independence and responsibility they will need in their next stage of learning.

- The childminder naturally weaves mathematical language and concepts throughout her curriculum, creating rich, meaningful opportunities for children to develop early numeracy skills. When children choose to sing 'Five Currant Buns', she actively supports them in counting independently and praises their efforts, reinforcing their confidence and enjoyment. As each bun is taken, she poses open-ended questions such as, 'There is one less now, how many are left?' and encourages older children to make predictions, asking, 'We have four left and one will be taken, how many do you think we will have?' These thoughtful interactions prompt children to think critically, deepen their understanding of number concepts and strengthen their problem-solving skills, laying strong foundations for future learning.
- Children's behaviour is exceptional, as the childminder calmly and positively manages any minor disputes, consistently reinforcing clear expectations. She acts as a strong role model, helping children understand and empathise with younger peers who are still learning to share. Through her warm, consistent guidance, she actively promotes social development, encouraging good manners, sharing and turn-taking. This approach creates a harmonious, respectful atmosphere where all children feel valued and learn to manage their interactions with confidence and kindness.
- The childminder shows exceptional dedication to continually reflecting on and improving her provision, actively engaging in ongoing professional development to keep her practice current and effective. She thoughtfully supports early literacy by offering daily opportunities for children to strengthen their hand muscles through activities such as cutting, manipulating play dough and planting seeds. These carefully planned experiences help children develop the physical control and coordination needed for writing. By embedding these vital skills through engaging play, the childminder ensures children grow in confidence and are exceptionally well prepared for the next stage of their education.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY416087
Local authority	Wiltshire
Inspection number	10394486
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 9
Total number of places	10
Number of children on roll	20
Date of previous inspection	9 September 2019

Information about this early years setting

The childminder registered in 2010 and lives in Calne, Wiltshire. She operates Monday to Friday, from 8am until 6pm, 48 weeks of the year. The childminder has a qualification in childcare at level 3 and employs one assistant.

Information about this inspection

Inspector

Chris Langdon-Casey

Inspection activities

- 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 observed the interactions between the childminder and the children.
- The inspector considered the views of parents and spoke to children 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.

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