

# Childminder report

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Inspection date: 1 August 2025

| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Good               |

## What is it like to attend this early years setting?

### The provision is outstanding

The childminder works hard to form fantastic bonds with the children and their families. She settles the children in at a pace that suits their needs. All children feel safe and secure. They show high levels of confidence as they select their favourite activities and happily engage others in their play. The childminder empowers children to make their own choices. Children vote on which story they would like to hear, using sign language and verbal cues to express their preferences. They count the votes and identify the winner, promoting autonomy and a sense of belonging. This creates a positive and inclusive learning environment.

The childminder sets high expectations and provides a curriculum rooted in the prime areas of development, laying strong foundations for future success. She nurtures children's natural curiosity and encourages a lifelong love of discovery. Recognising that children are instinctive explorers, she offers rich, real-world experiences. The childminder takes the children on daily outings to markets, care homes, and local woods, which spark meaningful conversations and a deeper understanding of their community. Clear rules, boundaries, and expectations are consistently embedded, enabling children to play and explore independently in a safe and supportive environment, both indoors and out.

The childminder has extensive knowledge and understanding of how children learn and process knowledge. She blends children's interests, the areas of learning, and real-world experiences to create a rich and engaging curriculum. Through interactions and knowing each child individually, she identifies any gaps in children's learning. Consequently, children thrive and make excellent progress in all areas.

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

- The childminder prioritises exceptional communication. She creates a language-rich environment through storytelling, sustained conversations, and contextual vocabulary. When a child cleaned the table, she praised them with 'You did it so thoroughly,' introducing new language meaningfully. During construction play, the childminder uses descriptive terms like 'secure,' encouraging children to explain their thinking: 'I think I need three,' 'That's how careful I can be.' Even quieter children are given time and space to contribute, sparking purposeful dialogue. The childminder listens attentively and responds warmly, ensuring every child feels heard. As a result, children communicate with clarity, confidence, and pride.
- Children thrive through physical activity that supports both their development and well-being. They show excellent skills as they jump over obstacles such as tree stumps, walk across uneven surfaces, and make marks in the mud using

sticks and tools. The childminder inspires children further offering the children yoga to promote their balance, flexibility, and emotional regulation. Children very beneficially learn how physical exercise can support their overall health and wellbeing.

- The childminder encourages children to explore and discover the awes of nature. She gets children to stop and notice the wonders of what is around them. Children observe the texture of mud, compare natural objects like sticks and leaves, and discuss their properties. They explore cause and effect through water play and delight in discovering how things change. The childminder shares facts and prompts comparisons, supporting children's imagination and understanding of the world.
- Children take genuine ownership of their environment, showing responsibility well beyond what might be expected for their age. They wipe the table with care before snack because they know it matters. They prepare food confidently, using safe tools to cut ingredients. Toys are tidied away without prompting, and self-care routines are carried out with minimal support. These everyday actions reflect more than just independence; they show pride, capability and a deep sense of belonging. The childminder supports this through calm modelling and gentle prompts, helping even the youngest understand the 'why' behind their actions.
- Strong partnerships with families are central to the childminder's approach. She shares daily updates, listens closely to feedback, and adapts her care to reflect each child's needs. Parents describe her as dedicated and passionate, noting their children's growing independence and social confidence. Regular parent chats create space for open communication, while her calm, knowledgeable input on routines, behaviour, and school transitions helps families feel reassured and involved. Parents state their children adore spending time at this warm and inviting home, often returning excited to share their day and the wonderful things they've learnt. Her inclusive, nurturing approach builds an open and trusting relationship with parents.
- Reflective practice drives continuous improvement. The childminder builds on research to strengthen her interactions and regularly reviews what works well. She makes thoughtful changes to routines, learning experiences and the environment. By collaborating with peers and professionals, she maintains continuity and delivers high-quality care that supports strong outcomes for children.

## Safeguarding

The arrangements for safeguarding are effective.

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

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY431626                                                                          |
| <b>Local authority</b>                             | Swindon                                                                           |
| <b>Inspection number</b>                           | 10399505                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 5                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 4 December 2019                                                                   |

## Information about this early years setting

The childminder registered in 2011. She lives in Wroughton, Wiltshire. She operates her childminding service from 7.30am until 6pm on weekdays, for most of the year. The childminder has an early years childcare qualification at level 3.

## Information about this inspection

### Inspector

Louise Phillips

### Inspection activities

- The inspector and the childminder discussed the provision and the curriculum.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as the paediatric first-aid and safeguarding certificates.
- The inspector took account of written testimonials from parents.
- Children spoke and engaged with the inspector during the inspection.

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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