

Childminder report

Inspection date: 4 September 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

Children thrive in the care of this warm and responsive childminder. They form close attachments and seek comfort and reassurance before confidently moving off to explore. The childminder acts as a positive role model, and children behave well. They are polite and follow instructions. She uses children's interests effectively to extend their learning. For example, when children return from a family holiday, she engages them in meaningful conversations about their experiences and links these to their next steps and appropriate activities. This approach deepens children's understanding, builds on prior knowledge and encourages curiosity. As a result, children demonstrate high levels of engagement, concentration and a genuine enthusiasm for learning.

The childminder has a clear plan to help children feel safe, secure and confident from the outset. She organises home visits before children start, introducing herself in familiar surroundings. Children settle quickly and begin forming trusting relationships in a relaxed and supportive way. During these visits, she gathers detailed information about children's routines, interests and development, which she uses to tailor learning and care effectively. Consequently, children make secure progress and develop confidence and independence. The childminder's thoughtful approach ensures that children are exceptionally well prepared for the next stage of their learning, both socially and academically, and thrive in her care.

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

- Parents speak highly of the exceptional support the childminder provides and consider her an extension of their family. They value her consistent communication and the detailed updates she shares about their children's time at the setting. The childminder identifies potential gaps in learning or additional support needs at an early stage. She works closely with families, exercising professional curiosity to gain a full understanding of each child's development. She shares strategies with parents to ensure a consistent approach between home and setting, which strengthens children's learning and progress. As a result, children receive targeted support and make sustained gains across all areas of development.
- The childminder uses her local community effectively to extend children's learning and social experiences. Visits to the local café provide opportunities for children to interact with others beyond the home and apply mathematical concepts in meaningful ways. For example, during snack time, she discusses the shapes of toast, such as square, rectangle or triangle, helping children to link everyday experiences to mathematical understanding. Trips to the library support literacy and storytelling, while canal barge adventures broaden children's knowledge of the world. These purposeful experiences enhance children's

engagement, curiosity and understanding of their environment.

- Children make strong progress in their personal development. The childminder promotes their health and well-being through healthy eating, oral hygiene routines and safe sleep practices. She provides families with up-to-date guidance on nutritious packed lunches, supporting children to establish lifelong healthy habits. Children develop independence, learn self-care routines and show an increasing awareness of how to stay safe and healthy.
- The childminder demonstrates ambition and a commitment to continual improvement. She engages in regular professional development, including webinars and training that strengthen her practice. For instance, training on effective interactions has helped her enhance the language-rich environment, using pictures and words to support learning in the moment. During creative activities, she engages children in meaningful conversations, tailors next steps to their individual learning and models tasks clearly. However, some over-direction and use of closed questioning limits children's opportunities to think critically and solve problems independently.
- The childminder works closely with local schools to support children's transition and ensure they are well prepared for the next stage of learning. She shares detailed information about each child's development, interests and learning needs, enabling schools to continue progress seamlessly. She equips children with key skills, such as going to the bathroom with little or no support, along with being able to open their own lunch box to support their independence, confidence, social interaction and communication. By fostering resilience, curiosity and problem-solving, she ensures children move confidently into school.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- provide children with the time they need to process their responses to questions to extend their communication, language and thinking skills still further.

Setting details

Unique reference number	EY455288
Local authority	Swindon
Inspection number	10398327
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	15 October 2019

Information about this early years setting

The childminder registered in 2012 and lives in Hayden End, Swindon. She operates Monday to Thursday from 7am to 6pm and on Fridays from 7am to 5pm, all year round.

Information about this inspection

Inspector

Chris Langdon-Casey

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on the children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and the children.
- 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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