

Childminder report

Inspection date: 11 July 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enter this warm and nurturing environment happy and ready to learn. The childminder and staff greet them with smiles and reassurance, helping children feel safe and secure. Young children move freely around the playroom, selecting familiar toys and eagerly involving adults in their play. The childminder and her staff form positive relationships with children and their families. They celebrate each child's achievements and offer continuous praise. This builds children's confidence and develops high self-esteem.

The childminder and her staff have clear intentions for children's learning. They focus on enhancing communication and language through open-ended questions that spark discussion and encourage thoughtful responses. Older children confidently share their ideas in group discussions and often make links to past learning. The childminder introduces new vocabulary, explains meanings and consistently models pronunciation to support language development. Children listen with interest, join in with familiar story phrases and understand how stories are built. Books are read expressively and supported by props, helping children use their imagination, remain engaged and foster a love of literacy.

Children become part of the community and develop a sense of belonging. The childminder takes the children to the local care home, where they sing songs and play games. These visits help enhance children's social skills and confidence in new situations. On walks, children delight in spotting toys placed in windows and gardens by neighbours, which sparks curiosity and new interests. The childminder encourages children to take part in litter picking and recycling activities, helping them learn about responsibility and develop respect for their environment.

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

- The childminder and her staff observe children during play to identify gaps in learning and plan activities that help them work towards their next steps. They get down to the children's level and interact purposefully during play, supporting each child in achieving the next stage of their development. This responsive approach ensures that children make good progress from their individual starting points.
- The childminder and her staff support children to manage their feelings and behaviours effectively. They model calm, respectful conflict resolution and help children build the skills needed to manage minor disagreements independently over time. Older children develop an understanding of how to play cooperatively and say, 'We are all best friends'. Staff use gentle reminders to encourage sharing, turn-taking and kindness across all age groups, including babies and younger children. Children begin to learn how to build relationships and

cooperate with others, enhancing their social skills.

- Parents describe the childminder and her team as warm, professional and deeply committed to children's well-being. They comment that their children settle quickly in the childminder's care and come home eager to share their learning. Parents receive regular feedback on their child's progress and development. The childminder works closely with the families in her care and dual settings to ensure consistency and continuity of care. This creates a trusting and supportive partnership.
- The childminder demonstrates effective leadership and works closely with her team to ensure a consistent approach to care and learning. Staff collaborate well and hold regular meetings to reflect on practice, discuss children's progress and explore opportunities to enhance provision. The childminder assigns staff responsibilities based on individual strengths. Recent changes include clearer room layouts to support children's independent play.
- The childminder and her staff actively support children's early mathematical development by embedding learning into purposeful, everyday experiences. Older children develop an understanding of number fluency and spatial awareness. The childminder uses well-planned routines, songs and group activities to encourage counting, sequencing and problem-solving. Her staff introduce mathematical vocabulary naturally during play and discussion, helping children to compare size, recognise patterns and understand quantities. This consistent, embedded approach builds children's confidence and curiosity, ensuring mathematical concepts are both meaningful and developmentally rich.
- Overall, children enjoy a wide variety of physical activities. The childminder and her staff encourage older children to run fast, hop on one leg and balance plastic eggs on spoons. This boosts children's coordination, balance and focus through playful challenge. Children benefit from playing in large open spaces, where they learn how to manage risks. However, the childminder does not plan and implement her curriculum effectively to support babies' physical development. They often sit in buggies or high chairs for periods of time, which restricts their movement

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 the curriculum for babies to ensure they benefit from ample opportunities to develop their physical skills.

Setting details

Unique reference number	EY469061
Local authority	Wiltshire
Inspection number	10399361
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 12
Total number of places	12
Number of children on roll	45
Date of previous inspection	28 November 2019

Information about this early years setting

The childminder registered in 2013. She lives in the Derry Hill area of Calne in Wiltshire. The childminder opens from 7.30am to 6pm, during term time only. She employs two assistants, both of whom hold a qualification at level 2 or above. The childminder holds qualified teacher status.

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 spoke to staff and children during the inspection.
- The inspector looked at relevant documentation, such as the paediatric first-aid and safeguarding certificates.
- The inspector took account of written testimonials from parents.

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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