

Childminder report

Inspection date: 31 October 2019

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

What is it like to attend this early years setting?

The provision is good

Young children and babies are extremely well settled in the childminder's home. They show exceptional care and consideration for each other as a result of the childminder's support and modelling of how to share and be kind to others. Young children readily share the toy fire engines and help babies to join in with their imaginary games. During craft activities, they thoughtfully pass around materials such as fabric and paper pumpkins, ghosts and pom-poms that the childminder provides for them, and enjoy feeling their textures. They help to care for the play spaces knowing they need to put toys away before they can get more out. Children's behaviour is exceptional.

Children enjoy taking on new challenges and keep trying, with the enthusiastic support of the childminder. For example, she encourages them to put on the dressing-up clothes, offering praise and help when they need it. Babies open the doors to the pretend kitchen and put things in the cupboard. They pick up things that fall out and keep trying until they stay in, as the childminder tells them they are doing well.

Children show good levels of concentration and engagement. They listen well at story time, pointing out the moon, tractor and insects in the story as the childminder reads to them. They have great fun playing with the toy fire engine and firefighters, making up storylines with the help of the childminder.

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

- The childminder supports children's communication well. She listens carefully to what they say and responds to their attempts at talking. She offers new words as they play, encourages them to count their fingers as they draw round their hands and waits patiently for them to answer when she asks them questions. Children smile when the childminder praises their efforts and continue to try to express new ideas and readily repeat words back to her.
- Children's ideas and interests are well catered for. As children play with the fire engines and firefighters, the childminder adds larger fire engines into the play, helps them to extend the toy ladders and creates a story for the children to follow. She provides pictures of the firefighters for children to colour in and helps them to identify different colours, shapes and letters as they draw. Children hold out the different pencils as she says the colours, showing they know which ones are blue or red, and copy the letter sounds as she writes on their pictures, recognising when she has done their name.
- The childminder provides children with healthy food choices and encourages them to use knives and forks, developing their self-care skills. She breaks up the routine to cater for children's need for rest and sleep. However, sometimes

children need more space to lie down and rest fully to help them get the most from their play and learning after their naps.

- Babies explore the toys and resources, relishing the fact that they can now walk and reach things. There are baskets and wooden bead mazes within reach that encourage their exploration and the childminder is on hand to help move these, so they can play with them safely. Babies squeal excitedly as they move the bead to the top of the wire and let it go, seeing it slide quickly down to the bottom.
- The childminder reflects well on her practice. She listens to her assistants, parents and children and uses feedback to make changes. She monitors her assistants, provides them with information about safeguarding and inspections and keeps all their mandatory training up to date. However, she does not make the most of opportunities to enhance her and her assistants' knowledge as effectively as she could, through continuing professional development.
- Partnership with parents and other professionals is good. The childminder provides daily feedback to parents through photographs, diaries and books with observations about children's learning and development. She makes sure she knows about children's allergies and medical needs and shares information with others with parents' permission.
- Children learn about others and the wider world through exciting activities that help prepare them for moving on. They have hatched out butterflies to learn about their life cycle, watching in amazement as they emerge from the chrysalis. They go to the local playgroup and pick children up from school. They go on trips on the bus and train, and visit the soft-play centre where they meet other children, as well as getting the chance to develop their physical skills as they climb and slide on the equipment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good systems for keeping children safe in her home and when on outings. She carries out risk assessments and makes changes when accidents happen to keep children safe. She has a secure understanding of the actions to take should she have concerns about the welfare of a child. She recognises possible signs that could indicate children may be being exposed to extreme views or behaviours. She makes sure she keeps herself and her assistants up to date with changes to child protection guidance legislation and practice.

What does the setting need to do to improve?

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

- review sleeping arrangements for children to make sure they recover and get sufficient rest after playing, so they are ready to learn well when they wake up

- continue to develop skills and knowledge through accessing suitable continuing professional development opportunities more frequently.

Setting details

Unique reference number	161904
Local authority	Wiltshire
Inspection number	10126433
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 January 2014

Information about this early years setting

The childminder registered in 2001. She lives in Calne, Wiltshire. The childminder offers care from 7am to 6pm Monday to Friday all year round. She has an appropriate childcare qualification at level 3. She sometimes works with assistants.

Information about this inspection

Inspector
Anita McKelvey

Inspection activities

- The inspector observed the quality of teaching indoors.
- The inspector considered the views of parents through written comments in children's records.
- A joint evaluation was carried out with the childminder to look at what children enjoyed and learned from the activities they took part in.
- The inspector looked at samples of the childminder's paperwork, including records of accidents, children's learning records, registers of attendance and how the childminder shares information about children with parents and other settings.
- The inspector talked with children and the childminder at appropriate times 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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