

Childminder report

Inspection date:

27 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children quickly form close attachments with this experienced childminder. For example, she helps them settle or comforts them if they are tired. Children are happy, sociable and behave well. The childminder acts as a good role model. She consistently reminds children, in a positive way, that they need to share, take turns and be kind to each other. Children show considerate behaviour during the inspection; older children notice younger children are tired and stroke their hair softly to comfort them, saying 'beautiful baby'. The childminder praises children's achievements, promoting their self-esteem very well. Children display a good attitude to their learning and develop the skills they need for the future, including starting school. The curriculum is implemented well. For example, children develop a good understanding of the use of mathematics, particularly regarding shapes, colours and positional language. The childminder promotes understanding of terms such as forwards, backwards and up and down as children use rollers, fingers and brushes to paint a seasonal tree. Older children listen attentively to stories and join in with familiar songs and nursery rhymes. Younger children enjoy looking at books and pointing to familiar objects. Children learn to follow simple instructions and help keep the play areas free from clutter as they tidy away toys and join in with a 'clean-up' song. They manage their own personal needs with growing independence.

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

- The childminder monitors children's development regularly and uses this information effectively to identify and address any gaps in learning. She plans exciting activities that complement the children's interests and needs. For example, she encourages children to be creative, explore materials and develop their own ideas as they eagerly build on their skills in painting and mark-making activities for festive celebrations.
- Children explore books and toys that reflect the differences and similarities between themselves and other people. They have good opportunities to learn about their local community as they visit local libraries, playgroups and school events.
- The childminder supports children's physical health and well-being effectively. For example, children enjoy daily opportunities to be active. They go for walks and play outdoors and learn about nature and caring for living things, such as wildlife and birds. The childminder helps children to develop an understanding of good hygiene practices. For instance, she teaches them why they must wash the germs off their hands before they eat their fruit. The children choose what fruit they would like to eat and ask, 'Can we have a whole apple today?'
- Babies and toddlers make good progress in their language and physical development as they move around to explore interesting toys, and most learning

opportunities are available to them. For example, the childminder models positive play and encourages them to 'keep trying' as she helps them build models and use programmable toys with success. However, younger children are not consistently able to make choices about what they wish to play with, such as mark-making and sensory activities. They rely on the childminder to reach some of the toys they show an interest in.

- The childminder fully supports children's understanding of the importance of keeping themselves and others safe. For instance, she helps teach them about road safety at a local 'Stop, Look and Listen' event, and children talk about what they learnt and show pride in the certificate they gained.
- The childminder engages well with parents to obtain their views. Parents share in their children's learning at home and report that their children are 'very happy' and 'have made dramatic improvements in their speech and confidence' since being in the childminder's care. They recognise improvements in the use of online messaging and regular newsletters from the childminder that have further increased the already strong communication.
- The childminder evaluates her setting effectively and meets with other childminders and professionals to obtain their views and help her make improvements. For example, she has improved the way she uses information from parents when children first start to assist in her initial planning of activities for children's development. Additionally, work to refurbish the main playroom and garden is almost complete, to give children even more space to play and learn all year round. However, although the childminder keeps up to date with all required training, she does not focus on developing her good teaching skills to the very highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands the procedures to follow should she have a concern about a child's welfare. She demonstrates a very good understanding and commitment to working with parents and external agencies. Additionally, she identifies and minimises all hazards and teaches children how to manage their own safety. For example, she explains to toddlers why they must not stand up on a chair or play with a laptop for a long period of time.

What does the setting need to do to improve?

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

- increase ways in which children who are less mobile can access resources to make choices about the ways they would like to learn
- use professional development opportunities to develop teaching skills further to maximise children's learning.

Setting details

Unique reference number	161632
Local authority	Wiltshire
Inspection number	10106189
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	11 June 2015

Information about this early years setting

The childminder registered in 1999. She lives in Chippenham, Wiltshire. The setting is open from 7.30am to 5.30pm, all year round. The childminder receives funding for the provision of free early education for children aged two, three and four years. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Jan Harvey

Inspection activities

- The inspector observed the childminder's interactions with children and the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector took into account the views of parents through written testimonials and questionnaires.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector sampled paperwork, including children's records, policies and procedures and safeguarding procedures and training certificates.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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