

Childminder report

Inspection date: 9 March 2020

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

The childminder provides an extremely warm and welcoming environment for the children. On arrival, children happily leave their parents, take their shoes off and quickly settle into playing with toys they are familiar and interested in. The childminder takes time getting to know the children well, placing a high emphasis on their social and emotional development. They feel happy and safe with her.

The childminder has high expectations for the children. She knows them all extremely well. She plans exciting activities that interest and motivate them to learn, supporting them to gain their 'next steps' in their development. For example, she has identified that children need more support with learning their colours, so has a variety of colour sorting and playing activities that inspire the children to learn their colours in an enjoyable way.

Children behave very well, and are extremely kind and caring to each other. They play together very nicely, genuinely enjoying each other's company. The childminder encourages children to share and take turns, and models this effectively. She has high expectations for behaviour, with clear boundaries and routines in place, which children follow well. For example, children tidy up toys before moving on to the next activity.

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

- Parents are extremely happy with the childminder. They say that their children have developed well since starting with her and are now more confident and are beginning to learn numbers and colours. The childminder keeps learning diaries with photographs and observations. She completes regular learning summaries on the children, so parents can clearly see the progress their children are making, and what they can do at home to support them further. Partnership with parents is strong.
- Children have opportunities to play outside, be physical and socialise. They go on walks around the local area, and visit parks and toddler groups with the childminder. They go on exciting adventures together, such as catching the train to the next town. The children use the childminder's garden. There are many opportunities for children to learn outside.
- Children enjoy playing with the vast amount of role-play resources available to them, and the childminder encourages this enthusiastically. For example, when playing hairdresser role play, the childminder allows children to brush and 'do' her hair, which they love. The childminder also uses role play to teach the children safety messages. For example, when children pick up the toy iron in the home corner, the childminder explains that this is 'very hot', and they must not touch the real one at home.

- Children have high self-esteem as they are praised and encouraged in their play. When choosing the correct shapes for the shape sorter and completing the puzzles, the childminder says 'well done' and shares their achievements with the other children, which makes them smile.
- The childminder supports children's developing communication skills well. She uses repetition to help younger children pronounce words correctly, and provides a running commentary to their play. However, at times, especially during more structured activities, she asks too many questions that require a one-word answer.
- The childminder is very good at teaching the children, and she picks up when they may need more help. When children need more support with their language development, she puts activities in place to help them practise their speech and understanding.
- The childminder keeps herself up to date with current practice by completing online courses and evaluating her setting, to ensure she is meeting the needs of her current children. She assesses and changes her large range of resources based on what her children like to do, and what they need to learn.
- Children learn basic mathematical concepts in an enjoyable and interesting way. They sort small figurines from largest to smallest, and colour match them, staying at the activity for a long time as they are so engaged.
- Children are exceptionally kind and caring, and show empathy for each other. This is modelled and supported extremely well by the childminder. If there is a small altercation, the childminder quickly reminds them that the younger children are 'still learning,' and they continue on with playing together well. Children are eager to share toys and happily take turns.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe and keeps her knowledge up to date by completing online courses and reading updates from the local authority. The childminder is aware of the signs and symptoms to look for, and knows who to contact should she have a concern. She risk assesses before going on new outings, to ensure that she can keep children safe when out and about. Appropriate suitability checks are completed on all members of the household.

What does the setting need to do to improve?

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

- use more open-ended questions to extend children's thinking further.

Setting details

Unique reference number	260801
Local authority	Wiltshire
Inspection number	10125491
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 July 2015

Information about this early years setting

The childminder registered in 2001. She lives in Trowbridge, Wiltshire. The childminder will accept funding for two-, three- and four-year-old children. Childcare takes place all year round and the childminder has a level 3 childcare qualification.

Information about this inspection

Inspector

Joanne Neenan

Inspection activities

- The inspector spoke to parents and took into account their views on the setting.
- The childminder talked to the inspector about her main play space, explaining why she had particular resources and activities out.
- The inspector observed the childminder interacting with the children, and discussed the impact of particular activities.
- The inspector looked at relevant documentation, including paperwork showing the suitability of all household members, 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

T: 0300 123 1231
Textphone: 0161 618 8524
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