

# Childminder report

---

Inspection date: 10 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children demonstrate they are settled and at ease in the childminder's care. They have developed close relationships with the childminder and one another. Children happily chat and play together as they look at books and pretend to cook in the playhouse. Children confidently approach the childminder to request toys and activities, including the 'soundtrack' lotto. The childminder adapts her routines according to the children's needs. She recognises when younger children communicate that they are hungry and tired and need their lunch before their nap.

Young children show a positive attitude towards their learning. They confidently turn on the CD player and enthusiastically join in with songs. They point to the pictures in the book, talk about the vehicles they see and the noises the vehicles make. Children are able to consolidate what they have learned when they count three cows in the picture and check this with their fingers. They also gain new knowledge when they find out the dumper 'truck' has 'muck' in it and older children begin to recognise the words rhyme.

Parents report that they are extremely happy with the care their children receive. They state they receive regular feedback from the childminder about what their children are learning next and the activities they engage in. Parents say their children have developed lots of confidence with the childminder and that they appreciate that their children spend a lot of time outdoors being active.

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

- The childminder has made significant improvements to her practice since the last inspection. She has improved her knowledge of wider safeguarding issues and how she focuses on children's next steps in learning. She has clear priorities for improvement, including to increase opportunities, to build children's confidence in social situations, which have been affected by the COVID-19 pandemic.
- Children play and learn in a language-rich environment. The childminder talks to the children about what they are doing and checks what they have already learned, such as by missing out words during songs, so the children can sing them, which they confidently do. She helps younger children gain confidence in their communication skills and responds to their attempts to communicate. She praises them, which raises their self-esteem.
- Children behave well. The childminder encourages the children to respect their friends and to be polite, such as by saying 'please' and 'thank you'. Children persevere when learning new skills, such as waving a wand to make bubbles, as the childminder shows them how to do this and offers lots of praise and encouragement.
- Children learn about healthy lifestyles well overall. They have nutritious home-

cooked meals and snacks daily. They are keen to go outside and play in all weathers. They roll balls down a ramp and collect them in a tub. They run around and climb and balance. However, occasionally, the childminder does not reinforce handwashing routines, such as before snack and after nappy changes.

- The childminder knows the children very well and uses their interests effectively to help them progress through the areas of learning. She is able to reflect on her practice and identify what went well for individual children during an activity and how she can improve engagement, particularly for the younger children. However, on occasions, she does not implement this knowledge fully to maintain the younger children's interest and meet their learning needs as effectively as possible.
- Children have lots of opportunities to be outdoors in the fresh air and to learn about their natural world. They learn about the birds and hunt for bugs, insects and plants. They tend to and grow flowers and fruits. Children explore local arboretums and collect natural objects and use them creatively. For example, they made hedgehogs out of large pinecones.
- Children show they are developing a love of books. They independently sit down and hold books correctly. They turn the pages and talk about the pictures. Children use a range of tools with increasing control as they roll, squeeze, press and cut play dough. This helps strengthen their hand muscles in readiness for early writing.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended training and improved her knowledge of safeguarding policies and procedures. She knows what to do if an allegation is made against her and is more confident in her knowledge of wider safeguarding children issues. The childminder is confident in her knowledge of child protection procedures and who to contact if concerned about a child's welfare. The childminder checks the environment is safe and secure so that the children can explore and play in safety.

## What does the setting need to do to improve?

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

- use reflective practice to implement identified improvements to maintain younger children's interests during activities and to promote learning more effectively
- improve children's understanding of healthy lifestyles, with particular regard to handwashing routines.

## Setting details

<b>Unique reference number</b>	110696
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10210377
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	9 September 2021

## Information about this early years setting

The childminder registered in 1996. She lives in Oare, near Marlborough, in Wiltshire. The childminder operates from 8am to 5.30pm, Monday to Thursday. The childminder holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Charlotte Jenkin

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder and the inspector completed a learning walk together and discussed the childminder's intentions for children's learning. The inspector viewed the areas of the premises used for childminding.
- The inspector observed the interactions between the childminder and the children.
- Children communicated with the inspector during the inspection.
- The childminder and the inspector discussed an activity and the impact this had on children's learning, what went well and how this could be improved.
- The inspector sampled a range of documentation, including training certificates and registers of children's attendance.
- The childminder shared written feedback from parents with the inspector, who read this and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022