

# Childminder report

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Inspection date: 20 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

The childminder is very caring and friendly with the children, helping them to develop secure bonds with her. They happily enter her welcoming home, quickly engaging in playing with the many toys and activities she has available to them. Parents say that their children get excited when they recognise that they are in the childminder's street, as they love their time with her. Children are settled and secure in her care. Children behave well and play alongside each other contently. They have many opportunities to develop their communication skills. For example, they readily choose books for the childminder to read to them, from a wide range of titles. The childminder understands the importance of repetition and regularly rereads favourite stories. The young children use their words effectively to ask for what they want, with the childminder sensitively repeating words that have been mispronounced. The childminder talks as she plays with children, providing a running commentary of what they are doing, to help them develop their vocabulary.

Children are very engaged in their learning. The childminder has high expectations of children, supporting them to wash their own hands and put on their own shoes. She knows all the children extremely well and uses this knowledge to provide toys based on their interests. Children enjoy being out in the garden and exploring the local environment. They have many opportunities to develop their large-muscle movements, including using the ride-on toys and balls outside and on visits to the park.

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

- Partnership with parents is very strong. Parents comment that their children have developed quickly since starting with the childminder, particularly in language and independence skills. As a result of the COVID-19 pandemic, parents drop and collect children outside. However, the childminder ensures that she keeps them well informed about their child's day-to-day activities and overall progress. For example, she completes daily diaries for each child, so their parents can see what their child has been doing throughout the day. She also completes regular learning summaries, so parents know how their child is developing and what they can do at home to help support this.
- The childminder has a good understanding of how children learn. She plans her activities based on the children's interests and learning needs. For example, children enjoy playing in the large tray set up attractively with coloured sand, dinosaurs and cars. However, at times, children are encouraged away from the activity to do another activity when they are still engaged and enjoying it. This means they do not always have time to experiment, practise skills and follow their own ideas.

- The childminder monitors children's progress well. She notices any gaps in their learning and plans activities, based on what they like doing, to address these gaps. For example, to support children with developing language skills, she has toys available such as toy telephones so they can 'talk' to each other. She also has books readily available and reads to the children throughout the day.
- Children have good consistency of care. The childminder has effective links with other settings and professionals involved with the children. For example, she speaks to local schools and shared settings, with parents' permission, telling them about the children in her care and how they like to learn.
- The childminder generally uses everyday play and routine activities, such as snack time and handwashing, as times for learning. However, at times, opportunities are not always used to develop children's simple mathematical knowledge.
- The childminder ensures she keeps up to date with current practices. For example, she reflects on her knowledge and skills and attends training around any gaps she identifies. She also links with the local authority and other childminders to discuss the latest ideas and training.
- Children are kind and play alongside each other. They share resources nicely. They behave well, and this is supported and reinforced by the childminder. She is kind and a good role model, playing with the children at their level, and talking to them about what is happening next.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection. She knows the signs and symptoms to look for that may be a cause for concern and knows how to report these. There are good systems in place to record concerns. The childminder keeps her knowledge up to date by attending training and engaging in discussions with other childminders. She ensures children are kept safe when out and about. They stay together and hold hands. Reins are used with younger children as an additional safety measure.

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

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

- allow children further time and opportunities to fully extend their play
- make the most of opportunities to promote children's numeracy skills even further.

## Setting details

<b>Unique reference number</b>	100344
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10234018
<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>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	2 November 2016

## Information about this early years setting

The childminder was registered in 2000. She lives with her family in Warminster, Wiltshire. She operates Monday to Friday, all year round, excluding holidays and bank holidays.

## Information about this inspection

### Inspector

Joanne Neenan

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the setting and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder and those living in the premises.

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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