

Childminder report

Inspection date: 26 July 2022

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

The provision is good

Children arrive happily and confidently and are keen to play with their friends. Those who are new to the setting quickly build strong relationships with their peers, supported by the childminder who is nurturing and caring. Children behave well and have good manners. They play cooperatively and work together to achieve their goals. For example, children organise the outdoor area as a team, so they can slide down a slope safely. When minor disputes occur, the childminder deals with this effectively and supports children to recognise and manage their own feelings.

Children enjoy plenty of fresh air and exercise and learn about the world around them. They feed the ducks and chickens at the childminder's allotment and learn to take care of the ponies at the stables. The childminder plans outings according to children's interests and they readily recall facts that they have learnt during these visits. For example, they talk with excitement about how far away a pig can smell.

Children are independent. They put on their own shoes and peel and cut their own fruit at snack time. They explore the setting confidently, showing respect for their environment and tidying away toys after they have finished playing with them. Children show pride in their achievements. They carefully cut a grape in half with a knife and say 'Look! I did it!'.

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

- The childminder has a good understanding of child development and plans an exciting curriculum to motivate and inspire children to learn. They explore the environment freely and concentrate for long periods of time.
- The childminder makes effective use of assessment to ensure children make good progress from their starting points. For example, she completes the required progress check when children are aged between two- and three-years-old, which she shares with parents.
- Children learn how to keep themselves safe and manage risks for themselves. They use real knives to cut and prepare their own snacks. They actively organise the space to ensure that their play is safe. For example, children move toys and resources out of the way to engage in active play. This helps to build their self-confidence and self-esteem.
- The childminder ensures children get plenty of exercise and provides nutritious food to help keep them fit and healthy. Children know how to look after their oral health and say 'too much sugar makes your teeth bad'. The childminder teaches children when they need to wash their hands to help prevent the spread of bacteria.
- The childminder works effectively with parents to share children's next steps and

suggests ways they can support learning at home. However, she does not always work proactively with other settings, where children attend more than one, to ensure continuity in their development.

- Children are imaginative and engage in a wide variety of role-play activities. For example, they pretend to blow out the candles on a 'birthday cake' and when they drop the candle, they pretend to be a firefighter to put the fire out.
- Parents say that they are very happy with the care provided by the childminder. They say their children enjoy attending and have developed their social skills, in particular. Parents feel well informed about the progress their children are making.
- The childminder skilfully develops children's mathematical skills throughout the curriculum. For example, she supports children to use measuring tape to measure cars during role-play activities and encourages older children to use an abacus to add two numbers together.
- The childminder models language well and adds vocabulary to support children's communication skills. However, when children's speech is unclear, she does not always support them to pronounce words correctly.
- Children are developing a love of stories and an understanding of how to use books to find out information. For example, the childminder supports children to use books to find out about parts of their bodies and what they do.
- Children are creative and enjoy making marks with paint in the garden and mud in the allotment. They use sticks to draw shapes and letters in the dirt to develop their early mathematical and literacy skills.
- During the pandemic, the childminder put several measures in place to help prevent the spread of infection. For example, she introduced handwashing stations in all parts of the setting, including the garden.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of the signs and symptoms that might indicate a child is at risk of abuse and how to report her concerns. She undertakes regular training to keep her safeguarding knowledge up to date. The childminder has effective systems in place to help keep children safe online. She makes good use of ongoing risk assessments to ensure that children are safe and secure while at the setting and when on outings.

What does the setting need to do to improve?

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

- strengthen partnerships with other early years settings, where children attend more than one, to provide consistency of teaching and ensure children make the best possible progress

- further develop children's communication and language skills by supporting them to pronounce words correctly.

Setting details

Unique reference number	145145
Local authority	Wiltshire
Inspection number	10231693
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 11
Total number of places	6
Number of children on roll	22
Date of previous inspection	22 September 2016

Information about this early years setting

The childminder registered in 1999 and lives in Ludgershall, Wiltshire. She cares for children Monday to Friday all year round from 6am to 7pm, as well as some weekends. The childminder receives funding to provide free early years education for children aged two, three and four years. The childminder has an appropriate level 3 qualification in early years.

Information about this inspection

Inspector

Lisa Large

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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