

Childminder report

Inspection date: 8 August 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a safe and nurturing home-from-home environment for children. Children are content in the childminder's care and clearly feel happy and safe. The childminder has high expectations for all children. She has a strong focus on developing children's independence and encourages them to learn self-help skills. For example, children put on their own shoes and confidently manage their own toileting needs.

The childminder provides a dedicated playroom and inviting garden for children. They enjoy having the freedom to easily access resources and independently follow their own interests. Children benefit from being with others of differing ages. The childminder adapts her provision in age-appropriate ways and caters her teaching to mixed ages well.

Children are familiar with the daily routines in place. She uses these to skilfully help children learn about safety. For example, on the school run the childminder explicitly teaches children about road safety to help them understand the importance of it. The childminder has clear boundaries and rules in place for her home. Children understand and can talk about them, although, sometimes they forget to follow them. The childminder encourages children to use good manners and to be polite and respectful towards others.

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

- The childminder has clear aims for her curriculum. She knows what she wants to teach children during their time with her. She plans engaging adult-led activities across all areas of learning.
- The childminder has a good knowledge of the early years foundation stage. She observes and assesses children, so that she can sequence their learning. This means that children build on what they already know and can do. All children make good progress from their starting points and the childminder ensures children are well prepared for starting school.
- The childminder supports children's communication and language development well. She reads a range of stories and encourages children to talk about the events and key messages from them. She encourages children to extend their learning and think critically through asking a range of open-ended questions.
- The childminder teaches children about the importance of healthy eating and good oral health. She uses daily routines well and reminds children to use good manners. However, on occasion, they do not always follow the best hygiene procedures and do not wash their hands consistently before all snacks or meals.
- Children have plenty of opportunities to talk and be listened to. This helps them to feel valued and develops their self-esteem and self-confidence. They enjoy

reflecting on and talking about their prior learning experiences.

- Generally, children are motivated to learn and show positive attitudes towards their play. They are proud of their own achievements, such as when they complete a puzzle. When the childminder supports children in play, they mostly behave well. However, sometimes during free play, children get easily distracted and become excitable. This means they do not always follow the rules and boundaries of the childminder's home.
- Partnerships with parents are effective. Parents are pleased with the regular feedback they receive from the childminder about their child's learning and development. They comment on the useful support and advice the childminder shares with them. For example, she shares important messages about how parents can talk to their children about the potential risks when accessing the internet, being wary of strangers and road safety.
- The childminder is a very active member of the local community. She establishes extremely good partnerships with other settings children attend and the local school. She completes and shares transition reports with them and works closely with teachers to help prepare children for starting school.
- The childminder is self-reflective and regularly reviews her practice to identify areas that she can improve. She identifies her own training needs and attends a wide range of training to keep her knowledge up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to keep children safe. She knows the signs to be aware of that may indicate a child is at risk of harm or abuse. She is confident with the procedures to follow if she has any concerns about children's welfare. Effective risk assessments are in place for all environments. She encourages children to learn to manage their own risks. For example, they are very capable of managing the steps in the garden. The childminder explicitly teaches children about the importance of road safety, stranger danger and online safety.

What does the setting need to do to improve?

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

- strengthen hygiene practices to help children understand the links between good hygiene and good health
- consistently implement effective behaviour management strategies to help children regulate their own behaviour and understand the impact it has on others.

Setting details

Unique reference number	EY431810
Local authority	Wiltshire
Inspection number	10235576
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	3 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	26 October 2016

Information about this early years setting

The childminder registered in 2011. She lives in the village of Purton, Wiltshire. The childminder operates Monday to Friday, before and after school only, during term time. Her service is also open Monday to Friday from 7am to 6pm during school holidays. The childminder is eligible to provide free early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector
Amy Fedrick

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 her evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together and discussed the childminder's curriculum and intentions for children's learning.
- The inspector observed the interactions between the children and the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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