

# Childminder report

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Inspection date:

15 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

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

### The provision is good

Children enjoy attending and enjoy a warm relationship with the childminder. They demonstrate how secure they feel in her care as they move around with confidence and operate independently. Younger children confidently seek a cuddle and older children seek her support during their play. Children enjoy playing in the dedicated playroom where they can reach resources easily. They also thoroughly enjoy climbing into the empty toy boxes and tucking themselves into the small spaces. They willingly take part in a range of varied activities. For example, they enjoy using diggers and tractors of different sizes to transport crushed cereal. Children behave well and show care for one another.

The childminder has a secure understanding of what she wants children to learn and supports each child, whatever their individual needs, to make good progress. She promptly identifies any potential gaps in their learning and works with parents and external agencies to focus on these. She has recognised the impact of the COVID-19 pandemic on some children's personal, social and emotional development and has provided activities and support to help them catch up.

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

- The childminder knows the children well. When they first start, the childminder gathers information from parents about what their children can do. She then makes regular observations of children's progress and accurately assesses their level of development. She uses this information to identify and plan for what each child needs to do next. The childminder adapts activities for children of different ages and abilities. However, on occasion, she does not fully consider the needs of younger children and does not provide them with enough appropriate learning opportunities during group activities.
- Children develop good communication skills. The childminder interacts well with them, talking to them as they play and encouraging them to discuss what they are doing. Older children describe going to see a fire engine and recall having 'an emergency' and putting out an imaginary fire in the garden. Children talk confidently to each other as they play and happily chat to visitors.
- Children develop many independent skills. They confidently go to wash their hands before eating and fetch their shoes before going out to play. At lunchtime, older children skilfully cut up fruit with a knife. All children show confidence as they choose what they want to do and move independently between rooms. They eagerly greet visitors, offering a fist bump and a hug.
- Children are well behaved. They are good at following instructions, sharing and taking turns. They tell the childminder they are waiting for their turn and readily agree to swap toys so that others can use them. Children show kindness to others. For example, they cut up fruit for younger children at lunchtime.

- The childminder reflects on her practice to help her improve the provision and seeks feedback from parents as part of this process. She has completed a wide variety of training to enhance her knowledge and skills. For example, she has extended her understanding of topics such as autism and county lines.
- The childminder provides an attractive, well-resourced indoor playroom which supports children's learning. She also uses the garden regularly for a variety of activities. For example, children have helped to plant a flowerbed this summer and enjoy playing chase outside with the childminder. However, the learning environment in the garden does not fully support those children who learn more effectively outdoors.
- The childminder works well with parents, sharing information with them about their children's progress and giving them ideas of how to extend this at home. She seeks information about languages spoken at home so that she can support children's language development, and parents have provided recipes from their countries of origin.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding children. She has a thorough understanding of the signs that a child may be at risk of harm. She is clear about the action she would take if she has concerns. The childminder shares information with parents in order to protect children. She discusses online safety with them and offers them the use of threat-defense software which can be used on different devices. Children learn about safety. For example, the childminder reminds them that younger children must not play with small items.

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

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

- develop teaching practice further to ensure that the learning of younger children is always considered during group activities
- develop a richer learning environment outside to provide further support for those children who learn more effectively outdoors.

## Setting details

<b>Unique reference number</b>	EY451218
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10235912
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	22 November 2016

## Information about this early years setting

The childminder registered in 2012. She lives in Westbury, Wiltshire. She provides care for children from Monday to Friday, all year round, except family holidays, Christmas and bank holidays. She has a childcare qualification at level 3.

## Information about this inspection

### Inspector

Catherine Sample

### 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 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.
- During the inspection, the children spoke to the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- Parents shared their written views of the setting with the inspector.

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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