

Childminder report

Inspection date:

29 September 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and relaxed in the nurturing environment that the childminder provides. They have secure and trusting relationships and strong bonds with her. The childminder is experienced and understands how children learn. She recognises children's individuality and focuses on the skills they need to develop next. She helps them appreciate the needs of others and share toys and gives them reminders on safe practices. They listen and show respect for the childminder and what she has to say. They adapt their actions and behaviour well. The childminder encourages young children's independence. They happily tackle tasks themselves. With the childminder's assistance, they put their coats and boots on to go outside and conscientiously tidy the toys away.

Young children enjoy exploring the extensive gardens and farm area around the childminder's home. They develop their physical strength and resilience very well, negotiating steps and different terrain with the childminder's patient support. They show positive attitudes to new experiences and gain a wonderful awareness and interest in the natural world around them. They walk through swishy grass, splash in puddles and make prints in mud. They count apples, compare sizes, investigate acorns and marvel at the smoothness of conkers.

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

- Children's communication and confidence develops effectively. The childminder patiently explains things to children to help their understanding and encourage their cooperation. She chats to children and asks them questions, giving them time to think and respond. Children learn new words, gain confidence in speaking and start to communicate what they want or need.
- The childminder is experienced and knows how children learn. She regularly undertakes detailed assessments of children's development, clearly outlining next steps in their learning. Children make good progress.
- The childminder shows dedication to the children and families who use her provision. She builds strong and beneficial links with parents and staff at other settings children attend. They share a comprehensive range of information about children's needs and interests, to support a collaborative approach for children. Parents comment positively on the childminder's provision. They say that their child always comes back from the childminder's home with a story that involves a smile. They also comment on the wonderful opportunities for outside play and exploration.
- Children concentrate well on things that interest them. They focus for considerable periods creating with large blocks. Older babies show good skills as they select specific shapes to fit together and persevere in connecting them. Children develop their imaginative play as they pretend that the single blocks are

ice creams. The childminder joins them in their play, asking questions to encourage them to discuss their plans and ideas. Children label the ice cream as strawberry and do well trying to count how many they have. The childminder supports them with this and offers ideas and new words to extend children's learning. For example, she introduces the concept of the red block being strawberry and the green block being mint flavour.

- The childminder observes children as they explore and picks up on ideas to develop their skills. She has a wealth of toys and resources stored in her main playroom. However, when young children are playing in other rooms they have access to less resources and these do not offer children as wide a range of experiences. The childminder does bring some items in for them. She misses the chance though to encourage the less confident children to select from this wider selection themselves, enabling them to follow their interests more readily, and develop their exploration further.
- Children develop an interest in books. They eagerly explore them with the childminder. Older babies open flaps and point to and discuss things that interest them. The childminder skilfully pauses for children to add in appropriate responses as she reads well known stories.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her role in helping to keep children safe. She refreshes her safeguarding knowledge through training. She ensures she is fully aware of the correct procedures to follow should she have concerns about a child's welfare. The childminder effectively assesses and minimises the risks to babies and young children in her home and garden, and on outings around the farm. She teaches young children how to keep themselves safe. For example, they listen carefully and follow her instructions when they are out on walks with the childminder.

What does the setting need to do to improve?

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

- enhance the opportunities for children to choose from a wide range of resources themselves, helping them follow their interests and extend their learning more readily as they play.

Setting details

Unique reference number	222806
Local authority	Wiltshire
Inspection number	10234375
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	5 October 2016

Information about this early years setting

The childminder registered in 1998 and lives near Broughton Gifford, Melksham, Wiltshire. She operates all year round, from 8am to 5pm, Monday to Friday. The childminder holds an appropriate qualification at level 3. The childminder is in receipt of early education funding for children aged three years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the setting 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 provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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