

Childminder report

Inspection date: 25 November 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 welcomes children into her home with a smile. The children enter happy and eager to see their friends. The childminder forms good relationships with the children, which helps them to feel safe and secure. She offers the children cuddles, praise and reassurance, to build their confidence and self-esteem.

The children play well together and form friendships with each other. The childminder gives the children gentle reminders and encouragement when small conflicts arise. The children show they know how to tell others how they feel and make them stop by using their voices. For example, the children happily play with the diggers and stones in the tuff tray. They giggle as they fill up some pots. After a while children can be heard saying 'stop no more stones'. The other children stop. This enables children to learn how to manage their feelings and behaviours later in life.

The childminder plans regular trips out into the community. They visit the National Arboretum where they take part in craft activities and learn about different types of trees and fungi. The childminder prioritises children building good social skills and confidence in new environments. She takes them to playgroups, local parks and the library where they meet up with other childminders. This strengthens children's social skills and supports them to gain confidence in new situations.

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

- The childminder has a clear understanding of what she wants children to learn. She uses a blend of adult-led activities and child-led play to plan for children's learning. The childminder assesses children's progress and identifies their next stages of learning, which she uses to plan activities. However, the childminder does not adapt planned activities to support the interests or learning needs of the younger children. This means they become disengaged and frustrated, which impacts on the other children's learning.
- The children love singing nursery rhymes and listening to their favourite stories. The childminder provides children with props to enhance their imagination and language skills. For example, the childminder gives each child a copy of the hungry caterpillar book. As she reads the story, she takes out different food items from the box. The childminder gives the children a knitted apple. The children giggle as they pass it around pretending to eat it, saying 'yum, yum'.
- Older children show they know some mathematical concepts and language, such as big, small, long and short. They recognise some numbers and use counting in their everyday play. For example, the children explore the plastic ducks in the water tray. They use fishing rods to hook out the ducks one at a time. The children line them up and begin to count them 'One, two, three duck'. The

childminder encourages the children to identify which duck has the number three on the bottom. This supports children to develop their mathematical and critical thinking skills.

- The childminder keeps the parents up to date with their children's learning and development. She has discussions with parents about their children's next stages of learning and how to support these at home. They receive daily handovers and photos of the activities the children have enjoyed. The parents' feedback is that children make progress in the childminder's care. They gain support and guidance from the childminder on potty training and healthy eating. The parents value the children having experiences within the community. They praise the childminder for her nurturing, holistic practice that allows children to make good progress and prepares them for school.
- The children explore play dough. The childminder provides the children with a range of tools, such as rolling pins, a variety of cutters and scissors. They make marks in the dough and use their imagination to make their creations. For example, the children roll the dough in their hands, they make a ball, a snail and a sausage. They cut the dough using scissors and shaped cutters. This strengthens the small muscles needed for later skills.
- The childminder encourages children to do some things independently, such as tidying away toys, washing their hands and cutting up their fruit for a snack. However, the childminder often does things for the children that they could try and do themselves, such as find and put on their shoes and coat or push down the cutters on the play dough. This means children do not develop a can-do attitude or learn to do things for themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to safeguard children from harm. She knows who to contact if she has any concerns for a child. The childminder has a clear procedure in place for reporting allegations made against her or a member of her family to the relevant authorities. She can identify the different signs and symptoms of abuse, including female genital mutilation and domestic violence. The childminder is aware of other safeguarding issues and how they relate to young children and their families, such as radicalisation and drug-related crime.

What does the setting need to do to improve?

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

- seek professional development opportunities to help improve planned activities and ensure they are suitable for a wider age range
- further support children's independence skills to allow them to do things for

themselves.

Setting details

Unique reference number	EY251141
Local authority	Wiltshire
Inspection number	10234697
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	0 to 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 December 2016

Information about this early years setting

The childminder registered in 2002 and lives in Chippenham, Wiltshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Louise Phillips

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 inspector and the childminder completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during indoor and outdoor play and assessed the impact on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of the suitability to work with children, first-aid certificates and child registers.
- The inspector took account of written testimonials from parents.
- Children spoke and engaged with the inspector during the inspection.

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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