

Childminder report

Inspection date: 7 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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

This friendly, caring childminder welcomes the children into her home with open arms. They enter happy and excited to learn. The childminder creates strong relationships with the children, which enables them to feel safe, secure and confident in the home. The childminder celebrates children's achievements and offers them lots of praise. This means children become resilient and have high levels of self-esteem.

The childminder plans exciting activities that spark children's interests and curiosity. For instance, children explore toy dinosaurs frozen in ice. The childminder provides the children with salt, warm water, pipettes and hammers. She asks the children questions and encourages them to test out their ideas. The children show determination as they spend a long period trying to break the ice. They encourage themselves to keep trying by saying: 'I can do it'. When the children free the dinosaurs, they clap and celebrate saying: 'I did it'. This develops children's critical-thinking skills and creates a positive attitude towards learning.

Children's behaviour is exceptional. They show great empathy and respect towards each other. Older children ensure they share their resources with the babies and offer them support. For example, when the babies get upset, the children get them their favourite book or toy to make them happy. This means children show remarkable kindness for others and develop excellent social skills.

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

- The children show a can-do attitude and a willingness to do things for themselves. The children help to tidy away their toys, offering each other praise and encouragement. Older children can put on their shoes and coats. They go to the toilet by themselves and understand the importance of good hygiene practices. This ensures children leave prepared for the next stage of their education.
- The childminder is passionate about the children in her care. She has created a well-balanced curriculum that uses a blend of child-led play and adult-led activities. The childminder engages with the children during their play. She follows their lead, enabling them to take ownership of their own learning. This means children make rapid progress across all seven areas of learning.
- The children confidently communicate with the childminder and visitors. They can identify some dinosaurs by name, such as 'stegosaurus', 'velociraptor' and 'pterodactyl'. The children join in with their favourite stories and nursery rhymes. The childminder pauses to allow the children to fill in the missing phrase or word. This supports children's language skills and creates a love of literacy.
- The childminder believes children benefit from getting out in the community.

She takes the children on the bus to visit the local library, where they explore books and join in with rhyme time. They visit the parks, where they play on the equipment and feed the ducks. The children enjoy a slice of cake at the local church café and visit different childminding playgroups. This strengthens children's social skills and enhances their understanding of the world.

- Children use some mathematical concepts and language in their play, such as 'higher', 'more', 'big' and 'small'. They count everyday objects and are beginning to recognise numbers. However, the childminder does not always extend children's learning further by introducing new mathematical concepts, such as 'halves', 'quarters' and an understanding of weight.
- Parents regard the childminder as part of their family. They describe her as wonderful and caring. The childminder keeps the parents informed about their children's developmental progress and highlights their next stages of learning. She provides them with a wide range of support and guidance, particularly with potty training and fussy eating. The childminder gives parents ideas on how to support learning at home. This ensures children make the best possible progress.
- Since the last inspection, the childminder has focused on providing the children with activities that promote children's literacy skills. She has also built connections with local reception teachers to ensure she is preparing the children for their transition to school. The childminder attends mandatory training, such as safeguarding and paediatric first aid. However, the childminder acknowledges that she would benefit from further training to enhance the provision even more for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is secure in her safeguarding knowledge and understands her responsibility to safeguard children from harm. The childminder keeps adequate records and knows how to report any concerns about a child to the relevant authorities. She is aware of the procedure for reporting any allegations made against her or a member of her family. The childminder knows how to keep children safe when out in the community. She takes all necessary precautions to keep children safe, including teaching them road safety. This means children learn how to keep themselves safe.

What does the setting need to do to improve?

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

- extend and reinforce children's understanding of mathematical concepts to build on what they already know
- engage in further training opportunities to enhance the provision even more for

children.

Setting details

Unique reference number	161723
Local authority	Wiltshire
Inspection number	10263978
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	18 May 2017

Information about this early years setting

The childminder registered in 1996 and lives in Chippenham, Wiltshire. She operates from 7am to 6.30pm, Monday to Friday, all year round, with the exception of family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector and the childminder completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching and assessed the impact this has 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 child registers, a first-aid certificate and safeguarding policy.
- The inspector took account of written testimonials from parents.
- Children spoke to 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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