

Childminder report

Inspection date: 21 March 2023

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 friendly childminder welcomes the children into her home-from-home environment. Children enter happy and wave goodbye to their parents. They form strong relationships with the childminder, which helps them to feel safe and secure. The childminder gives children lots of praise and reassurance, which builds their confidence and self-esteem.

The children enjoy exploring a tray of flour, glitter and pom-poms. They pretend to make cakes as they use a range of different tools, such as whisks, spoons and spatulas, to mix the 'ingredients' together. This strengthens the muscles needed for later writing. Children make marks in the flour and explore how it feels with their fingers. The childminder plays alongside the children. She models how to use chopsticks to pick up the pom-poms. The children copy her and show determination as they keep on trying. When the children manage to pick up the pom-poms, the childminder claps and celebrates their achievements. This helps to create a positive attitude towards learning.

The childminder encourages children's imagination and helps them to make sense of daily routines. She encourages children to make choices about what they want to play with. They explore a range of puzzles and play peekaboo with the childminder. The children enjoy participating in role play. They select dolls and act out care routines, such as feeding, using the potty and nappy changing.

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

- The childminder provides a language-rich environment. She sings nursery rhymes and reads the children's favourite stories with enthusiasm. This creates a love of literacy. The childminder narrates to the children during their play. She extends their vocabulary by introducing new words. Young children listen and follow instructions. The childminder repeats words back to the children, using the correct pronunciation. This enables the children to further develop their communication and language skills.
- Children burn off excess energy and strengthen their muscles as they take part in physical play. They visit the local park and soft-play centre, where they run, jump and climb on equipment. Children spend time in the garden and race around on ride-on toys.
- Children spend time in the local community. They learn about nature and the world around them. They go vegetable picking, visit the local farm and go for walks in the woods. The childminder meets with other childminders. They take the children to the village library and playgroups. This enables the children to develop their social skills, become confident in new environments and build new friendships.

- Parents receive detailed feedback on their child's development and ideas for supporting learning at home. The childminder offers parents lots of support and guidance with potty training, speech delay and preparing for new siblings. Parents state that children enjoy their time with the childminder. They come home excited to talk about their day and show what they have made. Parents feel comfortable with the childminder and see her as an extended part of the family.
- Children learn good hygiene practices. Two-year-old children demonstrate the technique for washing their hands. The childminder reinforces these practices by offering them gentle reminders, such as putting their hands in front of their mouths when they cough. This teaches children how to keep their bodies healthy.
- The childminder continuously reflects on her practice and the care she provides. She gathers feedback from parents and older children to help her maintain a good standard of care. The childminder enjoys learning and extends her knowledge by attending a range of training sessions.
- The childminder uses a blend of child-led play and adult-led activities. She organises the play environment to ensure that children can access what they want and need. The childminder plans activities around children's interests and next stages of learning. Although the childminder has focused on developing her interactions and responses to children, young children who are learning to form their words are not always given enough time to respond. However, the childminder is aware of this and has plans to improve her teaching and seek training to develop her skills further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibility to safeguard children. She can identify the different signs and symptoms of abuse and knows how to report any concerns regarding a child. The childminder knows her responsibility to report any allegations against her or a member of her family to the relevant authorities. The childminder carries out daily risk assessments of her home and any places she visits with the children. This enables her to identify hazards in the environment and manage them, which helps to keep children safe.

What does the setting need to do to improve?

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

- implement the plans in place to strengthen the quality of teaching even further to develop young children's communication and conversation skills even more sensitively.

Setting details

Unique reference number	161828
Local authority	Wiltshire
Inspection number	10264539
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	2 to 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	19 June 2017

Information about this early years setting

The childminder registered in 2001 and lives in Royal Wootton Bassett, Wiltshire. She operates from Monday to Thursday all year round, except for family holidays. The childminder 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 setting.
- The inspector and the childminder had a learning walk and discussed the provision and the curriculum.
- The inspector carried out a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how she self-evaluates the provision.
- The inspector looked at relevant documentation.
- 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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