

Childminder report

Inspection date: 12 June 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

Children settle quickly and relate very positively to the friendly, welcoming childminder. She provides a broad curriculum that helps children to make good progress. Children show curiosity as they explore the range of resources. Younger children are inquisitive and are happy to explore their environment. Children become confident with their knowledge of numbers, colours and shapes. They enjoy exploring the edible items in large trays, and they make marks using bread sticks to develop their early writing skills.

The childminder skilfully uses picture prompts and wall displays to help recall what children already know. For example, children know the colour red, and can use pictures to match red to strawberries as they learn about 'The Very Hungry Caterpillar'. The childminder encourages children to develop their mathematics skills as she uses mathematical language and numbers throughout all activities. Children play happily together and recognise the clear daily routines that help them to feel secure and settled. They show that they have built strong bonds with the childminder and are happy in her care. Children love to initiate play with the childminder. She is attentive and gently responds to their instructions and comments. Children learn about healthy lifestyles. For example, during play she supports children to understand the importance of visiting the dentist and good oral hygiene, as they clean the teeth of the dolls. The childminder teaches the children good personal hygiene skills. For example, young children know to wash their hands before snack, and do this routinely.

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

- The childminder understands how to support children's learning and development. She talks about helping children to acquire the skills they need for their future learning, for example by providing opportunities for them to develop their independence. The childminder monitors children's progress regularly and carries out development checks to identify any potential gaps in children's learning. As a result, children are making good progress.
- Parents feel very well supported by the childminder. They say that the childminder offers lots of trips and outings, and a varied programme for the children. Parents feel that their children have made good progress in their learning. They feel well informed about their children's daily activities and progress. Parents say they enjoy receiving daily updates through a messenger app photos, regular text messages and emails.
- Children benefit from a language-rich environment. The childminder has a good knowledge of the importance of language and supports children by constantly talking as they play. The childminder's language is age-appropriate and allows children to respond. This enables children to become confident communicators.

- The childminder keeps up to date with all mandatory training. However, she has not yet accessed a wider range of professional development opportunities to enhance children's learning experiences even further.
- The childminder has high expectations of children's behaviour. She models calm and considerate behaviour during her interactions with children, praising their achievements at each opportunity. This results in a calm environment where children engage in play and grow in confidence.
- Children in this setting benefit from daily trips out into the local community. The childminder has a good understanding of the importance of children experiencing social interactions, and they regularly visit various places to enhance children's learning and understanding of the wider world around them. For example, they visit local churches, parks, toddler groups and local national parks.
- Children make choices and select toys which interest them. They make decisions about what and who they play with. Although the children go out daily to various trips. They have limited access to choose if they wish to play in the garden at the setting.
- The childminder provides a range of books that children enjoy. Older children recognise a familiar story and confidently say the end word of sentences, such as 'pig' or 'duck'. They excitedly attempt the noises of the animals in the story and enjoy actions to rhymes and songs. Younger children enjoy looking at pictures of a favourite story and listen well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date, for example through regular training. She understands her responsibility to protect children's welfare and knows the procedures to follow in the event of any concerns arising. The childminder knows to report any allegations made against her or a member of the setting to the relevant authority. The childminder risk assesses the home and puts appropriate safety measures in place, such as stairgates. She assesses all outings and helps children to learn about keeping themselves and others safe. For example, children learn how to safely chop items with a knife, so they do not cut themselves.

What does the setting need to do to improve?

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

- access a wider range of professional development opportunities to further extend the learning experiences of children
- provide more opportunities for children to freely access the outside space to enhance learning for children who prefer to learn outside.

Setting details

Unique reference number	161638
Local authority	Wiltshire
Inspection number	10293534
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 August 2018

Information about this early years setting

The childminder registered in 1996. She lives in Calne, Wiltshire. She operates from another childminder's home, although they do not use the setting at the same time. The childminder works Monday to Thursday, 7.30am to 5pm, all year round except for bank holidays and family holidays. She holds a relevant early years qualification at level 3. The childminder receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Tracey Cook

Inspection activities

- This was the first routine inspection the childminder has 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 observed the childminders interactions with the children indoors to assess the impact this has on children's learning.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included evidence of suitability and training.
- The inspector took account of the views of parents through feedback forms, and those spoken to on the day.
- The inspector completed a learning walk across all areas of the house and gardens to understand how the provision is organised.

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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