

# Childminder report

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Inspection date: 26 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 on arrival, behave well and are eager to explore the resources. The childminder sensitively reassures those new to the setting. For example, using books, puppets, and songs, children are soon engaged and happy to play. The curriculum is well planned and has a positive impact on children's development. Children have daily opportunities to be active and outdoors, either in the garden or using local facilities. For example, they gain hand-eye coordination as they play skittles. They develop control and coordination, as they balance a toy egg on a spoon and race. Babies cruise around furniture and climb in and out of child-sized chairs, building their strength and balance, ready for walking. The childminder and her assistant plan the environment successfully, so children are curious, explore, and engage well in activities.

Children develop important skills ready for school. Step by step they build confidence, independence, and positive relationships. The childminder and assistant use good teaching skills, such as demonstrating and explaining, enabling children to have a go for themselves and keep trying. For example, in adult-led activities, babies explore textures, and enjoy filling and emptying containers. Older children have a go at threading, counting, and exploring capacity. Children learn to share resources, take turns talking, and express their own ideas.

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

- The childminder and assistant use their observations effectively to know each child as an individual. They monitor their development successfully and plan well for their next stages of learning, using children's interests to motivate them. For example, when they notice children's fascination with a piece of play dough, they get out more dough with tools, extending their learning further by keeping children engrossed. However, the adults do not use all opportunities to help older children to make predictions and test their ideas, to challenge their learning further.
- Children have lovely relationships with the adults and each other. All children go to the childminder and her assistant for cuddles and enjoy them joining in with their games. The adults have high expectations of children's behaviour and are strong role models. Children respond positively, demonstrating lovely manners and emotional security. They take pride in their achievements in this inclusive setting.
- Overall, the childminder and assistant support children's language skills well. They engage older children in discussions, helping them to recall previous learning and vocabulary. They listen and respond well to younger children, role model new words, and narrate what they are doing. However, occasionally they do not give children enough time to think and respond to questions, before

answering for themselves or asking another question.

- Children learn to keep healthy through their daily routines and activities. They are encouraged to make good food choices and older children discuss the effect food and drink can have on them. They play games to learn about oral care and learn the importance of exercise. Children gain a positive awareness of their own uniqueness and each other's differences.
- The childminder works successfully with parents and other providers to ensure she is meeting children's needs, especially those with special educational needs and/or disabilities. They share important information verbally and online, to provide consistent care and learning for children. Parents are positive about the progress their children make.
- The childminder and her assistant regularly evaluate their provision and give parents opportunities to feedback, to help them continue to improve. For example, they now make better use of the outside area in the winter months. The childminder keeps up to date with changes, such as reforms to the 'Statutory framework for the early years foundation stage'. She observes her assistant to see the impact his teaching is having on children's learning and feeds back on ways to improve.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant have a good understanding of their responsibilities. They know what to be aware of and the procedures to follow if they are concerned a child may be at risk of harm. They have a good understanding of the importance of keeping records and monitoring them. The childminder takes appropriate action to support families and keep children safe. She carries out good risk assessments on and off the premises and uses outings to help children understand about keeping themselves safe. The childminder works effectively with her assistant to meet children's needs and ensure they provide constant supervision.

## What does the setting need to do to improve?

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

- give children enough time to think and respond to questions, to support their communication and language skills even further
- help older children to make predictions and test their ideas.

## Setting details

<b>Unique reference number</b>	161926
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10308037
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 7
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	20 March 2018

## Information about this early years setting

The childminder registered in 2001 and lives in Bradford-on-Avon, Wiltshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works with an assistant and provides free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Elaine Douglas

### 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 childminder and inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector talked to parents and children during the inspection and took account of their views.
- The childminder and inspector conducted a joint observation on an adult-led activity and discussed the quality of teaching and learning.
- The inspector observed the quality of education indoors and outdoors and assessed the impact this was having on children's learning.
- The childminder and inspector discussed leadership and management and the inspector checked key documentation.

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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