

Childminder report

Inspection date:

16 November 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 are motivated to play and enjoy the variety of exciting activities that the childminder provides. She plans a broad curriculum to support children's good progress and gives a clear focus to develop their independence and social skills in preparation for school. For example, young children eagerly get themselves ready to go on an outing. They show great concentration as they put their boots on correctly and pull up the zips on their coats with little help. Children enjoy going to local toddler groups with the childminder, where they learn how to interact and build early friendships with their peers.

Children respond very positively to the childminder's friendly, reassuring approach. They go to her readily for cuddles and are secure in her care. Children benefit from the childminder's frequent praise and encouragement. For example, they willingly tidy their toys away and smile happily when she thanks them and says, 'Good job'. Children are keen to join in with action songs and activities. They recognise a favourite nursery song and lie down pretending to be a 'sleeping bunny'. They anticipate the actions of the song and enthusiastically jump up to 'wake up' and hop around the room.

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

- The childminder promotes children's early communication and language skills effectively. She reinforces children's sounds and words and repeats them to give the correct pronunciation. She listens to children and gives them time to respond to her. Young children show delight when the childminder counts, 'One...' and they quickly say, 'Two'.
- The childminder continues to reflect on her practice to help make improvements. She has raised her understanding of ways to promote children's early mathematical awareness and provides more related activities. She discusses childcare issues with her assistants and they continue to review the layout of the playroom and makes changes to encourage children's involvement in play.
- Children develop a strong understanding of acceptable behaviour from a young age. The childminder acts as a good role model and encourages children to be polite and kind to others.
- The childminder observes children's play and identifies their next steps of development. She promotes these effectively in planned activities, such as to encourage their recognition of size, colour and number and this helps children achieve well. However, on occasion, she does not always give as much focus to building on children's existing skills more consistently within daily routines and children's play to support their learning even further.
- Parents comment very positively about the childminder. She discusses children's abilities with their parents to support her initial planning and continues to keep

them well informed about their children's daily activities and achievements.

- Children play in a comfortable, inviting home environment and are valued and welcomed by the childminder. The childminder provides activities to help children learn about some aspects of diversity, such as those relating to different cultural celebrations. However, she has not fully considered further ways to help children develop their sense of identity and understanding of similarities and differences within their lives and those of others.
- The childminder gets to know children well. She provides a balanced curriculum to engage children's interests and build on their individual learning needs effectively, overall. For example, she recognises when children are interested in making marks and ensures they can access related tools to support their involvement. Young children become absorbed drawing lines and circles and begin to gain confidence and control in their skills.
- Children benefit from a range of experiences that help them learn about the natural world. For example, the childminder takes them to visit a nearby animal farm, where they see rare breeds of pigs, sheep and chickens.
- The childminder supports children well to gain confidence with their mobility and provides opportunities for them to exercise and stay fit and healthy. Younger children eagerly crawl and climb over the soft-play shapes and smile as they slide into the ball pool. They enjoy local walks with the childminder and smile with delight as they run and jump into puddles and say, 'Splish, splash'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder continues to keep her safeguarding knowledge up to date. She is aware of potential signs and symptom that may cause concern and knows the procedures to follow to protect children's welfare. The childminder completes risk assessments of her home to minimise accidents. For example, she has a stair gate across the kitchen/dining room to prevent children's unsupervised access. She has established appropriate routines for taking children out to help her keep them safe, such as when they are getting in and out of her mini bus. The childminder liaises with her assistants about their practice and monitors their knowledge, including safeguarding, to provide a consistent approach to keeping children safe.

What does the setting need to do to improve?

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

- support children's next steps of development more consistently during their general play and everyday routines
- make more use of opportunities to strengthen children's sense of identity and understanding of how others live.

Setting details

Unique reference number	161561
Local authority	Wiltshire
Inspection number	10308036
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 9
Total number of places	18
Number of children on roll	20
Date of previous inspection	14 March 2018

Information about this early years setting

The childminder registered in 2001. She lives in Ludgershall, Wiltshire. The childminder is eligible to receive funding to provide free early years education for children aged two, three and four years. At times, the childminder works with assistants. The childminder holds a childcare qualification at level 3. She provides care for children Monday to Friday from 6.30am until 6.30pm all year round.

Information about this inspection

Inspector
Mary Daniel

Inspection activities

- This was the first routine inspection the provider 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 observed children's interactions in play and discussed their learning and development.
- The inspector viewed a sample of documentation, such as accident records and the childminder's training certificates.
- The inspector took into account the written comments from parents.
- The childminder and inspector discussed how the curriculum had been implemented and how this supports children's interests and learning.

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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