

# Childminder report

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Inspection date: 9 May 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Met

## **What is it like to attend this early years setting?**

### **The provision is good**

The experienced childminder provides a safe environment where children feel secure. She builds warm relationships with them and they feel comfortable and happy in her care. They develop the confidence to ask for her help and make independent choices about what to do. For example, they decide to fetch some books to look at with the childminder and later choose to do some colouring. Children are curious and the childminder responds to their questions and ideas. For example, when they wonder why the toy helicopter will not fly she initiates a discussion with them about the possible reasons. Children willingly follow instructions and understand the boundaries for their behaviour.

The childminder provides an ambitious curriculum for children. She understands what they need to learn and provides a varied range of activities and play opportunities which engage them. For example, they enjoy a craft activity based on Elmer the Patchwork Elephant which helps them learn different colours. The childminder uses effective teaching methods, including demonstration, to support children's learning. She shows them how to use a knife carefully to cut up fruit at snack time. Children make good progress from their starting points.

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

- The childminder knows children well. She finds out about what they can already do when they start attending and makes observations of their progress. This helps her to assess and plan for what they need to do next. She makes good use of both planned and spontaneous play opportunities to extend children's learning. For example, she introduces counting and size when children look at books with her. However, on occasion, she does not give children enough time to think and respond to extend their learning further.
- Children focus well on activities. They listen carefully to the childminder and concentrate on what they are doing, such as colouring in pictures. They develop independence skills, such as cutting up their fruit and looking for the toys they want.
- There is a strong focus on communication. The childminder models the correct pronunciation of words and encourages children to repeat what they are saying if it is not clear. She talks with children about a wide variety of subjects to extend their language skills. For example, they discuss different modes of transport and how they use the bus when they go on outings.
- Children learn about hygiene. They know they need to wash their hands before and after eating and the childminder talks to them about germs. They also learn about staying safe as the childminder reminds them why they need to be strapped in when they sit on the booster seat and why they should not climb onto the low table.

- Children are well behaved. They use good manners without being reminded and follow instructions, such as tidying up before snack time. They are self-assured and confident.
- The childminder works effectively with parents to find out what their children can already do when they start attending. She shares information about the children's progress and encourages parents to be involved in their child's learning. Parents report that their children enjoy attending and feel very much at home with the childminder.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- give children more time to think and respond to further support their critical thinking and communication skills.

## Setting details

<b>Unique reference number</b>	144759
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10346087
<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>	3 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	5 January 2023

## Information about this early years setting

The childminder registered in 2000 and lives in Durrington, Wiltshire. She holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Catherine Sample

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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