

Childminder report

Inspection date: 2 July 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children enter this home-from-home environment excited and ready to play. The warm and friendly childminder prioritises building strong connections with the children and their families. She provides a well-organised and stimulating playroom for the children to explore. Children show they feel safe and secure within the play environment. They happily engage with the childminder and visitors. The childminder offers the children praise and celebrates their achievements. Children from a young age begin to develop confidence and high self-esteem.

The childminder has clear intentions for children's learning. She has identified that physical skills are fundamental for children's future health and well-being. The childminder plans various activities that focus on strengthening children's muscles, particularly those needed for later writing skills. Children show deep concentration and perseverance as they carefully thread string through pasta or push spaghetti through holes in a colander. They enjoy using their creativity and imagination as they make marks with magic water pens. The childminder walks with the children to the local park. The children climb on the play equipment. This enables them to challenge their bodies physically and improve their core strength.

The childminder provides the children with a language-rich environment. She continuously narrates to the children during their play. The childminder repeats words back using the correct pronunciation. She introduces new words to the children and explains their meanings. The childminder asks the children questions to spark discussions and determine what they already know. Children enjoy singing a range of nursery rhymes. They join in with the actions which strengthen their language skills.

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

- Children spend a lot of time outside in the fresh air. They visit a range of woods, parks, and attractions with the childminder. The children enjoy discovering nature and talking about the changes during each season. They go on bug hunts and learn about hibernation, enhancing their understanding of the world around them. The childminder meets with other childminders and their children. This enables the children in forming new friendships and try out their emerging social skills in preparation for school.
- All children help the childminder with daily tasks and routines. They help to tidy away their toys and set up activities. The childminder offers the children praise and encouragement when they find things difficult. She breaks it down into smaller tasks or leaves part of the task for them to do themselves. Children from a young age put on their shoes, pull up their trousers and know where their things belong. They learn how to do things for themselves and develop a can-do

attitude.

- The childminder has created a curriculum that blends child-led play and adult-planned activities. She uses her knowledge of the children to plan engaging activities based on current interests and their next stages of learning. The childminder wants all children to engage in the planned activities and encourages them to join in. However, at times, through her excitement, she interrupts their chosen play. This does not always allow the youngest children time to follow their interests or make choices for themselves.
- Children's early mathematical understanding is supported effectively. For instance, the childminder encourages children to count different objects and use a range of mathematical language. The childminder asks the children which saucepan of porridge they think is heavy and which is light. They use their critical thinking skills to evaluate their theories by lifting each pan to see how much it weighs.
- Parent partnerships are strong. The childminder takes the time to provide personal and detailed feedback to parents about their child's learning and progress. She collaborates with parents by giving them a range of support and guidance. Parents describe the childminder as dedicated, nurturing, and professional. They notice their children growing in confidence and becoming more independent. Parents state that their children love going to the childminder and that she is an invaluable asset to their families.
- Overall, children behave well and are kind to each other. The childminder is a good role model. She encourages the children to use their manners and to share their toys. However, during minor conflicts, the childminder does not talk to the children about their feelings or how their actions make others feel. Children do not always learn to manage emotions and empathise with those around them.

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:

- allow children sufficient opportunities to make choices and provide them with more time to explore and lead their learning
- implement strategies to support children to understand their own emotions and the feelings of others.

Setting details

Unique reference number	111707
Local authority	Wiltshire
Inspection number	10349797
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 September 2018

Information about this early years setting

The childminder registered in 2001 and lives in Chippenham, Wiltshire. She opens term time only from Monday to Wednesday 8am until 4.30pm. The childminder holds a level 3 qualification in early years. She provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- This was the childminder's first routine inspection 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 provision.
- The inspector and the childminder completed a learning walk to discuss the provision and the curriculum.
- The inspector observed the quality of education during both indoor and outdoor play and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as paediatric first-aid arrangements.
- 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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