

Childminder report

Inspection date: 16 December 2019

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	Met
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What is it like to attend this early years setting?

The provision is good

Children share a close relationship with the childminder. Her calm and patient manner encourages children to settle quickly. Babies show a strong sense of security within the childminder's home due to the affectionate interactions they enjoy with her and the good organisation of their routines. For instance, they display how confident they feel as they smile at visiting adults and scramble eagerly around the play areas. The childminder provides imaginative experiences to help stimulate young children's curiosity to explore the world. For example, children press buttons to make programmable toys count to eight in different languages. This helps them learn about other people and their differences. The childminder hides toys and resources in a tray of coloured oats and toddlers excitedly fill and empty containers as she describes what they are doing. This helps support their communication and language development. Teaching is responsive to children's age and interests. For example, children identify that squeezing the damp oats in their fingers can make a ball. The childminder extends the experience as she provides them with a bowl of dry oats and metal spoons and encourages them to practise scooping and pouring ready for using cutlery. She makes good use of young children's play to support their growing social skills. For example, as children roll a ball to each other, they learn to take turns.

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

- The childminder is nurturing. She values children as individuals and meets their needs well. She understands the importance of familiar routines to young children and knows that this is one way of helping them to understand what will happen next. She routinely plans a range of learning experiences, indoors and outside the home, and fits these around children's meals and rest times. For instance, she regularly takes children out into the community where they get fresh air and exercise as they visit local playgroups and parks. The childminder knows that meeting young children's individual needs is central to promoting their personal, social and emotional development.
- The childminder provides a well-balanced curriculum using planned activities, and times when children choose their own play, to meet their individual learning needs. Overall, children learn good mathematical skills. For example, the childminder counts as children play, introducing some mathematical language for capacity as children fill containers. However, the childminder misses opportunities during everyday routines and activities to maximise children's awareness of quantity, weight and mathematical language.
- The childminder completes accurate assessments of children's learning. She monitors children's progress well to identify and address any gaps in children's development. Children are confident learners and make good progress from their starting points.

- The childminder forms highly effective partnerships with parents and keeps them well informed about their children's progress. She involves parents in their children's learning effectively. For example, they share notes on how children play at home.
- Children's behaviour is good. The childminder is a very positive role model for children and encourages them to welcome and include new and younger children in their play. She uses gentle reminders about children's expected behaviour. She offers explanations about their actions and responses, enabling them to communicate with others and play alongside them well.
- The childminder helps children to develop a good awareness of how to stay safe and live a healthy lifestyle. For example, children benefit from healthy meals, and younger children learn to feed themselves independently. Children have frequent opportunities to play outdoors in a variety of settings, including local parks and woodland. This helps to promote their physical well-being effectively.
- Effective self-evaluation helps the childminder accurately identify areas for improvement to continue to promote the best possible outcomes for children. For example, she takes part in discussions with other childminders, and with parents and children, to gain their suggestions for improvements. Although the childminder consistently maintains good standards, she does not use her evaluation process as well as she could, to identify how she can raise the quality of her teaching even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive awareness of safeguarding issues. Since the last inspection, she has built on her knowledge. For example, she has recently completed a number of advanced certificates in safeguarding, which ensures that she can recognise the possible indicators of abuse and knows what to do if she has concerns about a child in her care. She shares safeguarding information with parents and has clear policies and procedures to ensure that children are fully protected. She makes detailed risk assessments of her home and for outings, which ensures that children are always cared for in a safe environment.

What does the setting need to do to improve?

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

- promote children's mathematical awareness further by making greater use of mathematical language in activities and everyday experiences
- focus self-evaluation more sharply to make continuous improvements that focus on the children's learning and development.

Setting details

Unique reference number	145037
Local authority	Wiltshire
Inspection number	10125463
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	1 September 2014

Information about this early years setting

The childminder started in 1992 and registered with Ofsted in 2001. She operates from a house in Market Lavington, Wiltshire. The childminder offers care from 7.30am until 5.30pm, all year round except for family holidays. The childminder receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jan Harvey

Inspection activities

- The inspector had a tour of the childminder's home. She discussed with the childminder how she organises her setting and how she plans the curriculum for children.
- The inspector observed the quality of teaching during activities and evaluated the impact this has on children's learning.
- A joint observation was carried out by the inspector and the childminder.
- Parents' views were considered from written feedback provided.

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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