

Childminder report

Inspection date: 19 February 2025

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 feel safe and secure in the warm and welcoming home-from-home setting the childminder provides. Children immerse themselves in play from the moment they arrive. The childminder is incredibly warm, caring and sensitive in her interactions with children. The childminder gives children her undivided attention when they play. For instance, she successfully supports children who are learning to walk. The childminder ensures they are safe by holding their hands and supervising them as they practise their new physical skills. The childminder has high expectations for children's behaviour. She has clear boundaries in place and children listen carefully to her instructions. If there is a disagreement, the childminder quickly steps in to reinforce positive behaviours. For example, she reminds children to share or use their 'kind hands'.

The childminder knows children well and provides a wide and varied curriculum, which helps all children to make good progress. She provides a wide range of resources that suit children's needs. The childminder regularly swaps her resources to create excitement and interest in the environment. Children show positive attitudes and develop confidence in their abilities. For instance, toddlers enjoy role play as they care for the dollies, babies show curiosity as they explore musical toys and older children take care not to go over the lines as they colour pictures. Children benefit from a wide variety of exciting experiences in their local community. For example, they become knowledgeable about the natural world through visits to woodlands, canals and parks with the childminder.

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

- Parents are overwhelmingly positive about the care, education and support that the childminder gives them and their children. They praise the childminder for the support she gives them in helping them to continue children's learning at home. Parental feedback shows how they value the wide range of experiences she provides for their children, and they state that they are well informed about their child's day.
- The childminder helps children to learn about diversity, for example, by introducing them to people from other cultures in the local area. The childminder uses these experiences to teach children about cultures different to their own. For example, children have recently been learning about Chinese New Year, and excitedly explain about the Year of the Snake.
- Children experience regular outings, where they meet up with other childminders and people in the community. For instance, they attend local playgroups and messy-play sessions. This helps them develop their social skills and widens their participation in the local community.
- The childminder promotes healthy eating by offering a variety of fruits for

children to cut and try, helping them to explore new foods. Parents are offered information to help support healthy lunch box contents when children start at the setting. The childminder carefully manages allergies, such as providing dairy-free options for all children when necessary. This ensures a safe and inclusive environment.

- The experienced childminder understands the skills that children need before they start school, which helps her plan for their learning. For example, she encourages children to put their shoes and coats on independently. In addition, she provides lots of opportunities for them to develop their manipulation skills as they use a variety of implements to paint, draw and handle resources.
- The childminder supports children's language development well. She repeats words to correct pronunciation and uses books to introduce new vocabulary. She takes time to listen to children and allows them time to answer when she asks questions. However, at times, the childminder does not always maximise opportunities to introduce mathematical language to support younger children in building their early mathematical skills.
- The childminder ensures she completes regular training to keep her own knowledge and skills up to date. She has completed some online training relating to the curriculum. She reflects on the activities she provides for the children to help her improve her own practice.
- The childminder provides an effective settling-in process for all families. Children visit the setting prior to starting, and the childminder gathers useful information from parents. This helps her to provide an exciting and stimulating environment for children from the start. Consequently, children settle very well and are happy in the childminder's care.

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:

- plan the curriculum more effectively to support younger children to hear and use mathematical language in their day-to-day play.

Setting details

Unique reference number	145120
Local authority	Wiltshire
Inspection number	10368520
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	25 March 2019

Information about this early years setting

The childminder registered in 2001 and lives in Devizes. She receives funding for the provision of free early education for children aged one, two, three and four years. The childminder holds a relevant qualification at level 3. At present, she opens Tuesday, Wednesday and Thursday from 8.30am to 5pm.

Information about this inspection

Inspector

Tracey Cook

Inspection activities

- The childminder spoke to the inspector about the children's learning and development and how she organises her provision.
- The childminder showed the inspector around her premises and discussed how she ensures that children are safe.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to parents and considered written feedback collected from parents.

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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