

Childminder report

Inspection date:

19 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision requires improvement

Children are safe and happy in the childminder's care. The childminder is a good role model, and children are kind and behave well. She is kind and caring, and she gets down to the children's level when talking and playing with them. She knows the children well. The childminder is attentive to children's needs and allows children to lead their learning and play with the resources in their own way. For example, when given a box of blocks, young children choose to tip them out and put them back in the box.

The childminder notices young children's attempts at communication and responds warmly. For example, when children make noises and point to the posters on the wall, the childminder says, 'That's our hand prints, shall we draw around your hand?' However, the childminder does not always have clear learning intentions for what she provides. She sometimes misses opportunities to further engage children in their learning by teaching them through play. Children have access to a selection of resources, which the childminder selects and puts out each day. Children enjoy their play. However, at times, they do not engage long enough to build on new skills.

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

- The childminder does not always plan a curriculum that builds on children's prior knowledge and what they need to learn next. She is not clear on how to challenge and extend children's learning. This means that children miss out on chances to learn and develop further when playing. For example, the childminder's planning is not targeted enough to enable her to provide opportunities for children to be more active in their learning and benefit from more challenges.
- The childminder supports children's language development. She reads books and stories with children and provides a running commentary to their play. She speaks in simple terms with young babies. However, she does not encourage them to repeat and learn new words, to develop a wider vocabulary.
- Although children enjoy the play opportunities, the childminder does not make their learning more engaging and interesting, to help them become more engrossed in activities. For example, toddlers are interested in playing with toy food. They carry it around in baskets and keep picking it up and putting it down. Although the childminder does name some of the food in the basket, she does not extend toddlers' play further. This means that, at times, children flit from one activity to another.
- Families love the homely feeling of the setting, and some have used the childminder for many years. They appreciate that the childminder is very flexible with her availability and can fit around their working patterns, which really

supports them as a family.

- Children are learning skills at mealtimes. They know to wash their hands before eating. Young children independently feed themselves, learning to use a spoon. The childminder praises them as they successfully pick up food with their spoon, supporting children to develop a sense of pride in their achievements. She keeps children safe by reminding them not to put too much food in their mouths at a time.
- Children have opportunities to learn about people from around the world and their local community. For example, they have multicultural books and dolls, and they celebrate festivals that are meaningful to them. They go for walks around the local area, including visits to parks. Children learn to develop respect for the people in their community.
- The childminder links with settings where she shares children's care. For example, she gets messages to pass on to parents from schools when she collects children. Parents are happy with her communication and consistency of care.
- The childminder respects children and listens to their requests. For example, she asks babies if they would like their nappies changed before she changes them. She asks children if they are ready for lunch or if they would like to play longer. Children feel secure and well cared for.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is up to date with her safeguarding knowledge. She knows what the signs and symptoms are to look out for that may be a cause for concern. She knows when and who to report these concerns to. Children are safe in the childminder's care. Children are closely supervised, and the childminder ensures that her house is safe and secure. For example, kitchen cleaning products are in a high cupboard out of children's reach, and doors are kept locked, so children cannot get outside without the childminder.

What does the setting need to do to improve?

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

- improve the curriculum to build on what children already know and can do and provide targeted support and interactions that focus on what children need to learn next
- make children's learning more engaging and interesting so that children become deeply engrossed in their learning.

Setting details

Unique reference number	145126
Local authority	Wiltshire
Inspection number	10285504
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	6
Number of children on roll	4
Date of previous inspection	9 October 2017

Information about this early years setting

The childminder registered in 1995 and lives in Warminster, Wiltshire. She operates all year round, from 8am to 6pm, on Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Joanne Neenan

Inspection activities

- This was the first routine inspection the childminder 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 read testimonials from parents and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection.
- The childminder showed the inspector documentation to demonstrate the suitability of household members.

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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