

Childminder report

Inspection date: 26 February 2020

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

The provision is good

The childminder provides a warm and homely environment. She nurtures children and offers them reassurance and comfort when they seem unsure of a situation, such as a visitor in the home. Children have strong bonds with the childminder and settle quickly. They explore their environment with enthusiasm and display high levels of emotional well-being. The childminder provides a range of toys and resources for children and makes good use of accessible storage. Children explore their interests with confidence and independence as they choose their favourite toys. Children are motivated and eager to engage in their chosen activities. For example, children concentrate for long periods as they excitedly explore the rice, searching for hidden animals.

The childminder knows children well. She plans a variety of activities that follow the interests and individual learning styles of each child. Children make good progress from their starting points and with their mathematical development. They are beginning to develop an understanding of mathematical concepts, like big and little. The childminder encourages children to use numbers during adult-led activities and in their play. Older children can count in sequence from one to five. The childminder calmly helps young children understand the concept of sharing. She sensitively reminds them to share toys and children respond attentively. They find something else to do and concentrate well. The childminder praises children at every opportunity, which helps encourage them to learn.

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

- Partnerships with parents are strong. The childminder gathers detailed information about children's routines, likes and dislikes before they start. She shares their ongoing progress in a variety of ways and values parental contributions towards children's learning. Parents are very complimentary about the setting and the childminder.
- Children learn about healthy lifestyles. For example, they know and understand the importance of washing their hands at appropriate times. Children take part in outdoor play regularly to make sure they get plenty of fresh air and exercise. For example, they visit local parks and woodland areas where they can develop their balance and coordination skills.
- The childminder is passionate about the care she provides. She regularly meets other professionals and shares good practice to help maintain high-quality childcare. She regularly evaluates her setting and makes positive changes to help drive improvement. For instance, she has recently enhanced the setting to provide an area with parental support materials and a book-sharing library for the children.
- The childminder is proactive in continuing her professional development. For

example, she attends training on a range of subjects to help her improve the care she provides for children. She has recently attended autism training and used the knowledge gained to adapt her setting to create a calm environment.

- The childminder quickly identifies children with possible language delay and shares ideas with parents. When speaking with children, she uses the correct pronunciation of words. However, the childminder does not always encourage the children to listen and repeat the words to build early vocabulary. She often asks children lots of questions in quick succession and does not always wait for answers before asking the next question. This results in children not being left with enough time to think and respond with their own thoughts or repeat words to develop their early speech and language skills.
- The childminder supports children to develop high levels of confidence and independence. She successfully provides carefully managed opportunities for them to take age-appropriate risks and provides them with the information they need to understand how to keep themselves safe. For example, under her guidance, children learn to safely and sensibly use small knives to carefully cut their fruit for snacks.
- The childminder does not fully consider how resources and activities could be used to help children develop an understanding of e-safety.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding, and how to protect children in her care. She is aware of the signs that may indicate a child is at risk of harm. She has a good understanding of local safeguarding procedures and where to report any concerns she may have about a child. The childminder ensures that she regularly completes her mandatory training in first aid and safeguarding, including wider safeguarding issues. She completes regular risk assessments to identify and minimise potential hazards, to ensure children are safe in her care.

What does the setting need to do to improve?

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

- provide opportunities for younger children to have time to think, listen and repeat words to develop their early speech and vocabulary
- explore opportunities for children to learn about e-safety, to help them develop their understanding of this aspect of technology.

Setting details

Unique reference number	145395
Local authority	Wiltshire
Inspection number	10125465
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	0 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	9 October 2015

Information about this early years setting

The childminder registered in 1995. She lives in Marlborough, Wiltshire. She cares for children on weekdays throughout the year from 7.30am to 6pm. She receives funding for the provision of early education for children aged two, three and four years. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Tracey Cook

Inspection activities

- The childminder showed the inspector around the areas of her home that are used for childcare. She talked about the different activities she provides to support children's learning and development.
- The inspector spoke to the childminder and to the children at appropriate times during the inspection. She also took account of the views of parents from written feedback provided.
- The inspector observed and discussed the quality of teaching with the childminder during activities and assessed the impact this has on children's learning.
- The inspector looked at a selection of documents, including evidence of suitability checks carried out on people at the address and statutory documents, such as first-aid certificates and appropriate insurances.

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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