

Childminder report

Inspection date: 11 November 2024

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

The childminder creates a curriculum that focuses on providing children with the skills they need in preparation for their next stage of learning. The childminder provides opportunities for babies to move in a variety of ways, strengthening their core muscles in preparation for walking. Older children enjoy peeling stickers and gluing, helping them to develop their small hand muscles for early writing. The childminder repeats words and phrases such as 'squeeze' and 'wipe' and uses gesture when modelling the activity to children. Children imitate this and learn new words, such as 'swirls'. Children develop good communication and language skills. The childminder supports children to 'have a go' as they begin to build perseverance and resilience. For example, when younger children struggle to hold and use the tweezers, they keep on trying and eventually understand the concept as they pick up small pom-poms and place them in a bowl. The childminder praises the children, helping them to feel a sense of pride and achievement.

The childminder teaches children kindness, respect and good manners. This helps children as they learn to play together and begin to understand each other's needs. The childminder is very respectful to children and deeply values their opinions. For example, she is sensitive during nappy times and asks children if she can change their nappy. The childminder uses visual timelines to implement effective and consistent routines, helping children to understand expectations.

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

- The childminder incorporates children's interests when planning activities. This motivates children and helps them to develop positive attitudes towards their learning. The childminder knows what she wants children to be able to do next. However, at times, she does not plan precisely enough and the intention of what she wants children to learn is too broad. As a result, children lose focus on the intended learning outcomes, meaning their progress is not fully maximised.
- The childminder uses observation and assessment well to support and monitor children's ongoing learning. This helps her to identify gaps in children's development. She values input from parents regarding their children's development and combines this with her own professional knowledge to form starting points for children.
- The childminder incorporates mathematics throughout the activities of the day. She uses prepositional language and models the use of numbers. For example, the childminder cuts fruit for snack and children confidently count to seven. The childminder reiterates seven cuts for seven pieces. Children acquire early mathematics knowledge in preparation for later learning.
- Children learn about the importance of healthy eating and good hygiene habits. The childminder works closely with parents to ensure that packed lunches

contain healthy foods. Children independently wash their hands after toileting and the childminder provides them with consistent messages about practising good hand hygiene. This helps to promote their understanding of good health.

- The childminder plans a wide range of opportunities for children to engage with their community. They attend weekly childminding groups, supporting children's confidence and ability to socialise with others. The childminder also takes children to visit the local church, garden centres and parks. Children learn about life cycles and processes when collecting eggs and vegetables from the local farm. Children gain a good understanding of the world around them.
- The childminder is passionate and dedicated to her role and uses strategies gained from recent training to enhance her practice. For example, the childminder is more mindful of 'watching and waiting' before directing children or interrupting their play. This provides children with more time to finish tasks and carry out their learning, helping them to independently engage and focus for longer periods.
- The childminder regularly communicates with parents, keeping them informed about their child's day. She provides ways in which parents can support children at home, providing consistency in children's learning. Parents comment on the positive progress their children have made and appreciate the warm, homely environment that the childminder provides for their children.

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:

- strengthen the planning and delivery of activities so they more sharply target what children need to do next.

Setting details

Unique reference number	145513
Local authority	Wiltshire
Inspection number	10367336
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 3
Total number of places	6
Number of children on roll	10
Date of previous inspection	5 February 2019

Information about this early years setting

The childminder registered in 2000 and lives in Chapmanslade near Westbury, Wiltshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers government funded places.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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