

Childminder report

Inspection date: 30 August 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 has designed a curriculum that enables her to support children to build on what they already know, can do and what they need to learn next. For example, when children show an interest in shape and size during activities, she extends their mathematical learning by introducing concepts such as 'measure', enabling them to learn more about size. Children enjoy using tape measures to measure their silhouettes and to experiment with numbers, learning that 'a five add one makes six'. Children benefit from meaningful learning experiences. Children excitedly blow bubbles in the garden, and the childminder introduces new words such as 'pop' and 'slimy', helping to widen their vocabulary. Children are confident communicators. The childminder helps children to revisit their learning experiences. For example, as children point to a rose bush, they discuss together how they previously made perfume from dried rose petals.

The childminder has clear expectations for children's behaviour, and children behave exceptionally well. Children listen attentively to the childminder and follow instructions. For instance, they help to tidy up when asked and play cooperative games. The childminder is a positive role model for children. They feel safe and secure in the warm and nurturing environment that she provides. The childminder helps children to begin to self-regulate themselves during the busier periods throughout the day, using various techniques. For example, children practise taking deep breaths in and out as they enjoy a yoga session, helping to calm and prepare them for the next part of their day.

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

- The childminder's curriculum helps her to prepare children from an early age to gain the skills they need in preparation for starting school. She provides thoughtfully planned activities that enable children to become increasingly independent and to communicate their needs and ideas. For example, children put on their own shoes and hats before they go outside. The childminder knows children well and uses meaningful questioning to extend children's learning. However, at times, she does not give children enough time to think and respond to the questions, to help further develop their critical thinking skills.
- The childminder uses information that has been gathered from parents to form robust starting points for children. She regularly assesses children's development and skills, helping to swiftly identify any gaps in learning. Parents share updates from home, helping the childminder to broaden the experiences that children have. This helps to strengthen children's outcomes and prepares them for their next stage of learning.
- The childminder supports children's literacy skills well. Children cuddle up with her as she reads, 'The Three Billy Goats Gruff'. The childminder asks children to

act out the story, helping them to recall and repeat simple phrases. The childminder uses gestures, facial expressions and different tones to capture children's focus. Children enjoy weekly trips to the local library to build on their interest in books. They develop a love of literacy.

- Children have a strong awareness of healthy practices. Children show wonderful independence as they cut up carrots and grate their own cheese, saying, 'I love cheese. It is healthy.' Children enjoy growing their own fruit and vegetables, and younger children proudly point and say, 'The tomato is red.' Older children develop their bigger physical skills as they run, jump and balance through the obstacle course. The childminder uses a stopwatch to time children and challenges them to beat their time, helping to keep children motivated and engaged with the activity. Children show a positive attitude to their learning.
- The childminder has clear expectations of what she wants children to learn in preparation for school. Children begin to develop the skills they need from an early age. Younger children build their finger muscles as they manipulate dough, and older children begin to recognise sounds and letters as they enjoy writing their own names. Children are ready for their next stage of learning. However, the childminder does not consistently share information about children's learning with other professionals to provide greater continuity for children as they transition to school.
- The childminder understands the value of reflecting on her own practice. She is passionate about keeping her knowledge and skills up to date. She attends regular training opportunities and enjoys learning new information to enhance her provision. For example, she has recently attended training on mathematics, providing her with more confidence when teaching this area of learning, in particular 'subsidising'. This widens children's opportunities, and they learn new knowledge.
- The childminder works closely with parents. Parents report on the detailed feedback that they receive from the childminder about their child's learning and progress. The childminder collaborates with parents by sharing a range of support and guidance, including information on 'oral hygiene'. Parents value the 'warm, homely environment' and the caring nature of the childminder.

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 links with schools, ensuring that information is shared in preparation

for children's transitions, providing continuity in their learning

- provide children with the time they need to think and respond to questions, to further develop their critical thinking skills

Setting details

Unique reference number	145519
Local authority	Wiltshire
Inspection number	10354776
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	6
Date of previous inspection	6 November 2018

Information about this early years setting

The childminder registered in 1999. She lives in Trowbridge, Wiltshire. The childminder operates all year round, from 8.45am to 4.30pm, on Mondays, Wednesdays, Thursdays and Fridays, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Chelsea Woollard

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 childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the 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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