

Childminder report

Inspection date: 16 July 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

Children show they are very comfortable and at ease in the childminder's care. They have formed secure relationships with her and their friends. Children confidently request activities, such as asking for songs, stories, and the stickers to make pictures, which the childminder readily responds to. Children go to the childminder for a cuddle if they need some reassurance, knowing she will be there for them.

Younger children choose the toys they wish to play with, and the childminder joins in, such as when they decide to build a tower with the soft play blocks. Children learn to take turns as they put the blocks on top of one another, trying to make it balance. Children demonstrate a positive attitude towards their learning. All children, including the younger ones, sit and concentrate well, such as when listening to stories and using crayons to make pictures. Older children are keen to share their news and talk about their personal lives. They use mathematical language as they speak, telling the childminder they like 'big' cheese and 'tiny' cheese, they count the fruit in the story and describe simple shapes, such as 'circle'. The environment is calm and conducive to children's learning.

The childminder is clear about what knowledge and skills she wants the children to gain in readiness for their next stage in learning, including school. She knows the children very well and offers them a broad curriculum based on their individual needs and interests. All children, including those who receive funding, make good progress in their learning and development.

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

- The childminder reflects on her practice and identifies areas for improvement. She uses professional development opportunities to gain information and to implement new ideas into her practice. Following a 'Wellbeing and involvement' training session, she has focused on promoting children's emotional wellbeing. This has created a calm environment where children are more motivated to become involved in activities that promote their learning and development.
- Children's behaviour is very good. The childminder is a good role model and praises the children for their achievements, which promotes their self-esteem. She helps children negotiate any minor disputes sensitively and encourages them to talk about their feelings. Young children are learning to share and to manage their emotions positively.
- The childminder offers children plenty of 'adventures' in the local environment where they explore nature and spend time outside in the fresh air. She takes them to soft play centres with other childminders and their minded children. These visits enable the children to develop their physical skills, including

running, jumping, and climbing as well as supporting their confidence in social situations. While the childminder offers the children healthy snacks, including a range of fruit, she does not always talk to the children about the benefits of these on their bodies. This does not fully support their understanding of the importance of healthy eating.

- Children are developing the strength in their hand muscles in readiness for early writing. They take the lids off and hold crayons to make marks, use forks to eat their fruit and peel and stick stickers on paper to make pictures. Children thoroughly enjoy listening to stories. Older children recall parts of the story and younger children point to the pictures and talk about what they see. Children independently choose books to look at. These opportunities support children's early literacy skills.
- Partnerships with parents are very positive. Parents report they are very pleased with the care and education their children receive from the childminder. Parents say that they are happy with the progress their children are making and that their children really enjoy coming to the childminder's house. Parents report that they know what their children are learning and appreciate the varied experiences they have while in the childminder's care.
- The childminder supports children's language development well overall. She engages the children in conversations, encourages them to recall past experiences and repeats back simple words for the younger children. However, at times, the childminder does not consistently name objects, such as magnifiers or specific toys to broaden children's vocabulary even further.

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:

- make the most of opportunities to broaden children's vocabulary even further
- increase children's understanding of the importance of healthy eating and the effects of certain foods on their bodies.

Setting details

Unique reference number	161614
Local authority	Wiltshire
Inspection number	10346938
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	2 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 August 2018

Information about this early years setting

The childminder registered in 1999 and lives in Lyneham, Wiltshire. She operates her service all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Charlotte Jenkin

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and took account of this in their evaluation of the childminder.
- The inspector viewed the provision and observed the safety and suitability of the premises.
- The childminder showed the inspector some documentation, including training certificates.
- The inspector interacted with the children during the inspection.
- The childminder spoke to the inspector at appropriate times during the inspection.
- The inspector spoke to parents and read written feedback from them and took account of their views.
- The inspector observed an activity that the childminder carried out with the children and discussed this with the childminder.
- The childminder talked to the inspector about her curriculum and intentions for children's learning.

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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