

Childminder report

Inspection date:

28 June 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children show they feel safe and have formed secure attachments with the childminder and her assistant. Young children readily approach the childminder for comfort when they become tired or hungry and she offers them a cuddle. Older children are keen to share their news, such as their recent trip to a safari park with their cousin where they saw the monkeys. Children concentrate well and spend long periods engaged in their play. Children use their imaginations well as they make a city with blocks and describe the 'baddies' and the 'joker'. Young children learn simple mathematical language such as 'tall' and 'big'. Older children use mathematical language in their play and count the blocks with confidence.

The childminder has a clear intent for her curriculum. She knows what she wants the children to learn and the skills they need to gain in readiness for their next stage in learning, including school. She puts in place good support for children with special educational needs and/or disabilities and those who receive additional funding. As a result, all children make good progress from their starting points and any gaps in learning are closing. However, the childminder does not monitor her assistant's practice. She does not offer coaching and support to ensure her assistant is fully aware of his role and that practice continually evolves on the occasions he is working with her.

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

- The childminder is skilled in helping children to manage their feelings and emotions when they struggle to regulate these themselves. She is calm and reassuring and helps children quickly find solutions and settle down. Children learn to play together cooperatively and to share and take turns. The childminder boosts children's self-confidence. As children show pride in the city they have built with blocks, she asks if they want her to send a photo of it to their parents, for example.
- The childminder knows the children extremely well and offers effective support to help them learn the changes in routines. For example, when children are ready to move to school, she makes them a physical education (PE) bag for their PE kit. Children have regular opportunities to get changed so they are confident when starting school.
- The childminder reports that she has positive partnerships with parents. She offers them advice and guidance, such as on healthy eating, potty training and consistent bedtime routines. The childminder shares lots of photos of their children's achievements with parents through an online app. This means parents are kept informed about their children's learning. However, the childminder does not have effective communication with staff at other settings the children attend to share good practice ideas in how to support children consistently.

- Children's communication and language are developing well. Children join in with singing and enjoy listening to and talking about stories. The childminder encourages older children to recall past events, for example when they saw the workers mowing the lawns at the park and using the blower to blow away the grass.
- Children have plenty of opportunities to be outside to develop their physical skills and their awareness of the local community. They visit parks to use the various equipment and learn about nature. They visit local groups where they socialise with others to build their confidence in social situations.
- The childminder has made significant improvements to her practice following a recent incident that she notified Ofsted about. She immediately reviewed her risk assessments and has put in place several new rigorous safety and security measures. The incident has no impact on children's safety.
- Children have lots of opportunities to use their imaginations. They engage in pretend play and go off in their spaceship, acting out different roles. However, when making models, the childminder does not encourage older children to solve problems for themselves. The childminder over-directs the children, telling them what parts they may need for their robots and how they can join these together using stickers. This does not encourage them to problem-solve to challenge their learning even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of child protection and safeguarding children issues. She keeps up to date with training. She knows who to contact should she have concerns about the welfare of a child or if an allegation is made against her or her assistant. The childminder helps children learn about their own safety, for example reminding them to tidy away the toys from the floor before they sit down to have their snack. She explains that this is so they do not trip over them.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide monitoring, coaching and support for any assistants working with the children.	14/08/2023

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

- establish links with other settings that children attend to offer consistency in their care and learning
- provide more opportunities for older and most-able children to solve problems for themselves to challenge their learning further.

Setting details

Unique reference number	161666
Local authority	Wiltshire
Inspection number	10300382
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	7
Date of previous inspection	19 October 2018

Information about this early years setting

The childminder registered in 2000. She lives in Corsham, Wiltshire. The childminder provides care for children from 7am until 6pm, Monday to Friday, all year round. She sometimes works with her partner, who is registered as an assistant. The childminder receives funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector
Charlotte Jenkin

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- 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 childminder and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The childminder discussed an activity with the inspector and evaluated the impact on children's learning.
- The childminder made some documents available for the inspector to sample, including training certificates.

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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