

Childminder report

Inspection date: 28 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are happy and settled with the childminder in her welcoming, home environment. The childminder is very nurturing and has a gentle manner with the children. She embraces them with hugs and praises them for their achievements. Children relish these moments and show high levels of self confidence.

Children's behaviour is excellent. They happily share toys and patiently wait their turn. Children show genuine kindness towards one another and awareness of other people's feelings. The childminder has high expectations. She supports children to have a sense of responsibility and encourages their independence. Children listen to and follow instructions well. They help to tidy away resources when they have finished playing and understand their actions help to reduce the risk of any trip hazards.

The childminder has a good knowledge of child development. She knows what skills are typical for children to develop at various ages. She also gathers information from parents. This enables her to plan a curriculum that appropriately challenges children to promote their ongoing progress. She focuses on supporting children's developing language and their personal, social and physical skills. For older children, she works with local providers to help them gain the skills they will need in readiness for school.

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

- The childminder plans many activities outside the home, to give children new social experiences. For example, they attend playgroups, go for nature walks and on trips to the library and places of interest. This provides exciting opportunities for children to meet new children and adults. This helps to develop children's confidence and understanding of their community.
- The childminder has completed all required training, such as paediatric first aid and child protection training. She regularly accesses additional online courses and webinars to further develop her knowledge. Since the last inspection, arrangements for supervision and coaching have been fully established for when the childminder has an assistant working with her. This means she can provide the most effective coaching and support to help further improve the quality of education provided.
- The childminder places a high priority on developing children's independence. For example, from an early age, children are encouraged to tidy toys away and to take care of their personal belongings. Older children put their own shoes on and tend to their own needs. Young children persevere as they attempt to put their shoes on.

- Older children develop confidence to speak to others. They answer questions and are very keen to talk about what they can see and what is happening. The childminder extends their communication further during activities and stories. However, she sometimes misses opportunities for younger children to express their thoughts and ideas. For example, she does not always give them time to respond to questions, and older children sometimes dominate the conversations.
- The childminder provides children with nutritious snacks and reminds them to hydrate throughout the day. She further explains to the children why it is important to nourish their growing bodies. Children learn to make healthy choices from an early age, which supports their personal development successfully.
- The childminder closely monitors and tracks children's individual progress and swiftly identifies gaps in children's development. Children with special educational needs and/or disabilities (SEND) are supported well. The childminder makes referrals to other agencies to gain advice and guidance. She works well with other professionals and makes adaptations to the curriculum for children's individual needs. All children, including those with SEND, make good progress from their starting points.
- The childminder effectively weaves mathematical language throughout children's everyday activities. They learn concepts such as numbers, colours, size and shapes through activities such as block play and when out on walks. This helps children to become familiar with mathematical words and their meaning in real-life situations.
- Partnerships with parents are effective. The childminder uses an instant messaging app to share photos and other relevant information. She regularly keeps them updated of their children's next steps in learning and their development. Parents say that they can see their child's development progressing well. They feel that the childminder is approachable and sensitive to the children and their families and fully support them.

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:

- provide more opportunities for younger children to respond to questions so they can share their thoughts and ideas.

Setting details

Unique reference number	161666
Local authority	Wiltshire
Inspection number	10304258
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	9
Date of previous inspection	28 June 2023

Information about this early years setting

The childminder registered in 2000. She lives in Corsham, Wiltshire. The childminder provides care for children from 7.45am until 6pm, Monday to Friday, all year round. She sometimes works with her partner, who is registered as an assistant. The childminder receives 2, 3 and 4 year funding.

Information about this inspection

Inspector

Marie Swindells

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Children spoke to the inspector during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection and took account of their views.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Parents shared their views of the setting with the inspector.

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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