

Childminder report

Inspection date: 15 May 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 are safe and secure in the nurturing home-from-home environment that the childminder creates for them. Children confidently explore the learning activities on offer and know that the childminder is close by if they need support. Children develop their independence when they tend to their own personal care needs and put on their shoes to be ready to play in the garden. The childminder uses words of encouragement to support the children and praises them for having a go.

The childminder skilfully creates an ambitious and meaningful curriculum for all children. She knows the children very well and uses her knowledge of them to ensure that the curriculum meets their individual needs. The childminder is teaching children about life cycles. They have been caring for caterpillars and have watched them turn into butterflies. Children independently draw a life cycle diagram and eagerly show the childminder. She praises their achievement and further extends their learning by asking children if they can tell her about their drawing. Children are confident to share their thoughts and ideas.

Children display very good behaviour and are respectful of their environment. When the childminder announces it is time to tidy up, the children work together to put items back into drawers. When rice from a craft activity is spilt onto the floor, children eagerly get the broom and dustpan to help to sweep it all up. The childminder praises the children for their assistance. Children enjoy helping and feel valued by the childminder.

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

- The childminder networks with other local childminders. They learn from each other, share practice and support one another's well-being. The childminder attends training and receives regular local authority updates. She uses the knowledge that she gains from a variety of different sources to help to ensure that she provides children with a wide range of positive learning experiences. Children are happy and enjoy learning.
- The childminder provides children with a wide range of experiences in the local community. They attend weekly toddler groups so children can socialise with others and learn in a different environment. They also take bus trips to the local town and visit the library to choose books to read. Children learn how to be safe outside the childminder's home.
- The childminder provides children with an environment that is rich with language. She talks to children throughout their play, and they enjoy her interactions. However, the childminder does not always encourage children to think for themselves. For example, when they talk about the butterflies they are caring for, children say they are scared. The childminder does not ask why they

feel this way, but simply says 'you do not need to be scared'. Additionally, during a craft activity, the childminder reminds children to ensure that the lids are tight on the rice shakers they have made. When the children ask why, she tells them the rice will fall out. She does not encourage the children to think about what might happen.

- The childminder promotes children's healthy lifestyles. She provides them with healthy snacks of fruit and vegetables and caters for children's dietary needs and allergies. Children drink from open cups at mealtimes to develop their smaller physical movements. In the garden, children develop their large physical movements when they climb steps to the slide and throw and catch balls. The childminder regularly takes children to local parks where they can develop their physical skills on a range of different equipment.
- Parents speak highly of the childminder and the 'excellent' progress their children have made with their learning. They say that their children greatly enjoy attending and are happy in the nurturing environment. The childminder shares developmental reports with parents regularly to keep them informed of their child's learning. She also sends questionnaires to enable parents to share their views of the care and learning she provides. Families are happy and are well informed.
- The childminder knows all the children very well and quickly identifies if children have any learning needs. She consults parents and other professionals to make timely referrals to ensure that children get the support they need. She tailors her teaching style to meet the needs of the children and ensures that the learning opportunities she provides are inclusive for all. Children make good progress and are very well supported.

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 children with consistent opportunities to think for themselves and share their own ideas.

Setting details

Unique reference number	161741
Local authority	Wiltshire
Inspection number	10339161
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	8
Date of previous inspection	3 July 2018

Information about this early years setting

The childminder registered in 1999 and lives in Pewsham, Wiltshire. She operates her childminding service from Monday to Friday during term time only. She is in receipt of early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah-Louise Clements

Inspection activities

- This was the first routine inspection the provider 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 their early years provision, including the aims and rationale for their 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.
- Parents shared their views of the setting with the inspector.
- 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 that they are safe and suitable.

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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