

Childminder report

Inspection date: 27 July 2023

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 are happy and settled in the childminder's home. They have close bonds with the childminder and regularly show their affection to her. For instance, in the garden, children pick flowers to give to her. Routines help the children to feel settled. They take part in daily activities, including learning the days of the week and the importance of brushing their teeth.

The childminder wants children to be confident and independent. She encourages these skills in all activities. She patiently supports children to pour their own drinks, cut up their own fruit and put on different clothes to go outside. Since her last inspection, the childminder has worked hard to improve how she supports children's behaviour. She teaches the children to recognise emotions in themselves and others and how to resolve problems together that might arise. As a result, children are kind and considerate towards each other. Children's behaviour is good. They remind their peers about the rules of the setting. For instance, children politely remind each other to sit on their bottoms when they are listening to a group story. The childminder praises children for sharing, taking turns and using good manners. This helps to build children's confidence and self-esteem.

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

- Children enjoy the activities the childminder offers. They excitedly get involved. For example, children enjoy helping to make play dough. They build their muscle skills well as they squeeze, roll and create their own models. However, at times, the childminder does not allow children enough time to continue to develop their own ideas before she introduces different resources and activities. This does not help children to stay engaged, develop their ideas, and carry on leading their own play.
- Parents make positive comments about the quality of care their children receive with the childminder. They comment that the childminder is 'very inclusive' and that their children enjoy their time with her. The childminder plans events for children and their families to attend. For instance, they attend picnics, where families bring traditional dishes from their culture to share with each other.
- The childminder provides a varied curriculum that incorporates the children's interests and learning needs. She knows the children well, including what they need to learn next. However, implementation of the curriculum is not always consistent to ensure that children have enough space during planned activities. This does not allow children to fully explore, enjoy and extend their learning to the maximum.
- The childminder supports children's transition to school. She encourages them to learn important social skills. Children demonstrate this as they play cooperatively together and engage in conversations during play. The childminder plans

activities linked to starting school. For instance, children go on a scavenger hunt to find different items of school uniform. This helps them to be familiar with the new uniform they will wear to school. The childminder shares information with local schools to ensure there is a smooth transition.

- Children engage in daily physical play, either in the childminder's garden or during outings. In the childminder's garden, they thoroughly enjoy creating potions and mud pies, helping to strengthen their arm muscles. Children go for walks, and they visit parks and soft-play centres. This helps to promote children's health and well-being.
- The childminder has a positive attitude towards developing her professional knowledge and skills. She reflects well on her practice and tailors her professional development to support children's needs. For instance, recent training on communication and language has improved her knowledge of how to extend and develop children's speech. She supports them with clear pronunciation and introduces words into children's play. Children confidently use language to express their needs. For example, they make the childminder aware if they are hungry or thirsty.
- The childminder uses opportunities throughout the day to develop children's mathematical skills. For instance, when children line up to wash their hands, she encourages them to line up in order of height. Together, children work out who is the shortest and who is the tallest. With the childminder's help, children learn to solve problems through their discussions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding practice. She can identify if a child is at risk of harm. She understands the procedures for making a referral and knows who to contact. The childminder knows the procedure she must follow should an allegation be made against herself or a household member. The childminder carries out regular risk assessments of the toys and equipment within her home and garden to ensure that they are safe for children. She supervises children well at all times to maintain their safety and talks to children throughout the day about how to keep themselves safe.

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 more time to explore, follow and develop their own ideas and lead their own learning while playing, to deepen their curiosity
- ensure that children have enough space during planned activities to fully explore and investigate.

Setting details

Unique reference number	2508813
Local authority	Wiltshire
Inspection number	10250020
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 July 2022

Information about this early years setting

The childminder registered in 2019 and lives in Tidworth. She offers care Monday to Friday, from 7.30am to 6pm. The childminder holds an appropriate childcare qualification at level 4.

Information about this inspection

Inspector

Kelly Sunderland

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- The inspector observed two planned activities and carried out a joint evaluation of them with the childminder, and they discussed the teaching and learning outcomes of the activities.
- The inspector spoke to children and the childminder at appropriate times throughout the day.
- Parents' views were considered through written feedback provided.
- The childminder provided documentation for the inspector, including her paediatric first-aid certificate and evidence of the suitability of adults living at the premises.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023