

Childminder report

Inspection date: 6 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children develop good relationships with the childminder and are happy and settled in her warm, welcoming home. She is friendly, caring and responsive. Children feel relaxed and secure in her care. Children independently choose what they would like to play with from a wide range of toys and activities. The childminder has high expectations and has a clear idea of what she wants children to learn. Children behave well and play with and alongside each other companionably. The childminder is a good role model; she gets down to children's level and follows their lead with what they would like to play with. She is very calm and has high expectations for their behaviour. For example, when children hook a tape measure over the play kitchen and try to pull it, she explains that by doing this kitchen may fall over and hurt them.

The childminder made adjustments due to the COVID-19 pandemic. She adapted her practice to keep in line with government guidelines and to keep everybody safe. For example, she meets parents at the door when they drop off and collect their children and ensures they keep up to date with their children's progress through quick chats at the door and mobile app communications.

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

- Children's language and communication development are well supported. The childminder chats to the children during their play. For example, she comments on what they are doing and asks questions when appropriate. She supports children to learn new vocabulary, describing the glue that young children are playing with as 'squishy'. She is very responsive to children's emerging language and communication skills and notices their attempts to communicate. For example, she asks young children if they would like more snack when they tap their bowl on the table and babble.
- Partnership with parents is good. Parents have good communication with the childminder. They know how their child is developing and what their child has been doing during the day. The childminder shares information with them, such as advice on healthy eating and healthy lunches. They are very happy with the care the childminder provides and are confident leaving their children with her.
- The childminder has a good knowledge of children's individual needs. When children first start, she finds out what they can do through talking to parents and observing children. She then, overall, plans an effective curriculum. However, at times, children are not always challenged in their learning.
- Children learn mathematical skills in their everyday play. For example, when playing in the toy kitchen, children look at how many oranges they have and how many more they will need to ensure everyone has one. They use positional language, discussing if they are sitting opposite or next to each other at lunch.

- The childminder knows the children very well. They are making good progress and are developing well. She caters well for children who learn better outdoors, as she has a garden with a variety of toys, which is used daily. However, links are not always made with other settings children attend, so opportunities for consistency of care can be missed.
- The children gain knowledge and awareness of their local area and the wider world. For example, they read a variety of books, visit local parks and community play-based groups, and learn about different festivals.
- Children are supported by the childminder to develop skills needed for later writing, and activities are differentiated to support different age groups. For example, children play with a grabbing toy that they have to squeeze to operate. They move balls from one container to another, discussing the colours as they do so. They spread glue with a small glue stick and colour with crayons and felt tips. Older children cut out their pictures and spend extended time completing their craft activity while younger children choose to move on to another activity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities. She knows what signs and symptoms to look out for that may indicate a child is at risk of harm. She knows where to report her concerns. The childminder has attended safeguarding training, ensuring her knowledge stays up to date. The childminder does risk assessments of her home and of outings, ensuring children remain safe from harm. The childminder and members of her household have been appropriately vetted to ensure they are safe to be around children.

What does the setting need to do to improve?

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

- strengthen arrangements for exchanging information with other settings that children attend, to ensure consistency of care
- provide even more opportunities to support and extend children's learning.

Setting details

Unique reference number	2522207
Local authority	Wiltshire
Inspection number	10208122
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	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in June 2019. She lives in Trowbridge, Wiltshire. She offers care from Monday to Friday for most of the year. She has completed an introduction to childminding training course.

Information about this inspection

Inspector

Joanne Neenan

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 provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector spoke to parents and read testimonials during the inspection and took account of their views.

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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