

Childminder report

Inspection date: 7 June 2022

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 are happy and settled. They enjoy the company of the childminder and share warm relationships with one another. Children make good progress in all areas of learning and benefit from the many learning experiences which are based on their interests and a broad curriculum. They excitedly explore and investigate using their senses. They use their good knowledge and creativity to develop their imagination. For example, children decorate the fruit and vegetable shop, skilfully using scissors to cut out pictures of vegetables and fruit to sell. Children develop high levels of confidence as the childminder uses praise effectively to boost their self-esteem.

Children behave well. Older children look out for younger ones and include them in their play. The childminder uses effective strategies to encourage children's good behaviour. For example, she says 'good job' as the children help to tidy away the toys.

The childminder has reviewed her procedures to support children's health and safety due to the COVID-19 pandemic. Parents now drop their children off at the door and they do not come into the setting. However, the childminder provides parents with regular updates about their children's progress and gives them useful information to ensure that they continue to feel involved in their children's learning.

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

- The childminder knows the children well. She takes them to a range of places of interest and uses opportunities to build on their knowledge and skills. For example, children visit the library once a week. Every child picks a book to take home to share with their family, and the childminder has a book of the week which they talk about at her setting. This helps children to develop a love of books and stories and learn new vocabulary.
- Children have a wide range of opportunities to develop their physical skills and benefit from fresh air and exercise. They practise balancing and climbing on equipment at the park. They explore and learn about animals when visiting a farm and learn new skills as they take part in forest school-type activities.
- The childminder continually talks to the children as they engage in their chosen activities. This builds on their vocabulary and extends their understanding well. However, occasionally, the childminder does not give children the time that they need to think about the questions she asks them before giving them the answer
- The childminder sounds out letters as children begin to write their name and practise early writing skills. She counts the magnetic triangles as she hands them to the children and talks about how many there would be if she gave them two more. However, the childminder does not give children the opportunity to

count the triangles for themselves or begin to make simple calculations.

- Children share resources and take turns well, which helps them to make friendships and develop their social skills. Children develop a good understanding of healthy eating and skilfully cut fruit into pieces to eat at snack time. The childminder offers children only milk or water to drink, and they have opportunities to play with dental kits as they learn about good oral hygiene.
- The childminder continues to update her knowledge and skills. For example, she has completed a course that has helped her to understand more about how to support children whose speech is delayed. The childminder reflects on what she offers and evaluates her provision to help her broaden children's experiences and make ongoing improvements.
- The childminder works well in partnership with parents. Parents provide feedback to the childminder, expressing their appreciation that she ensures that the children are her main focus and that activities are well planned. The childminder ensures there is a good two-way flow of communication between herself and the parents so that she can meet children's individual needs and support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues and is clear about her role and responsibilities to keep children safe. She keeps her safeguarding knowledge up to date and can recognise the signs or symptoms which may indicate that a child is at risk of harm. She knows the correct reporting procedure to follow if she had a concern about a child's welfare. The childminder carries out risk assessments on her home and for the outings that she takes with the children to ensure their safety.

What does the setting need to do to improve?

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

- give children the time that they need to think about and answer questions
- provide more opportunities for children to count and use numbers.

Setting details

Unique reference number	2539121
Local authority	Wiltshire
Inspection number	10215304
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	2 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Bulford, Wiltshire. She offers care from Monday to Thursday, for most of the year.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- 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 setting.
- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- The inspector and the childminder observed the children engaged in activities and had follow-up discussions about children's learning.
- Parents shared their views on the setting through providing feedback to the childminder, which the inspector took into account.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector sampled a range of documents.

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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