

Childminder report

Inspection date: 14 September 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 thrive in this homely and vibrant setting. They form strong bonds with the childminder and her assistant, who are warm and caring. Children feel safe and secure, and new children settle extraordinarily quickly. Children play very cooperatively. They are friendly and affectionate towards each other. For example, a child hugs a baby saying, 'I love him' before sharing a book together. Children learn excellent social skills. Adults have high expectations for children's behaviour, and they consistently teach children what they expect of them. Because of this, children are exceptionally polite and thoughtful. They are gentle and caring, for example, when they help to look after the childminder's various small animals.

Children relish exploring the wide range of fascinating resources and the exciting garden. For example, they make tea parties in the play kitchen, discover how water runs down pipes and have a quiet moment in the cosy den. Mealtimes are sociable when everyone sits together and chats about their day. Children make healthy choices as they choose their favourite fruits and talk about what they have grown in the garden. The childminder's praise and encouragement help children grow in confidence. They become highly independent and enjoy doing things for themselves, such as putting on shoes or helping to prepare meals.

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

- The childminder has developed a varied and ambitious curriculum. She visits children at home and gathers a wealth of information when they start. She supports their learning by gradually building on what they know and can do. She keeps a close check on children's progress and identifies those at risk of falling behind. She collaborates with parents and other professionals, such as speech and language therapists, to help children catch up. Children make substantial progress in all areas of their development.
- The childminder supports children's language development well. The adults chat with children about what they are doing. They speak clearly and give children time to think before responding. Singing and stories permeate the day and help children to hear the rhythm of language and to learn unfamiliar words. They have plenty of opportunities to practise using their new learning, such as visiting an aquarium as part of an under-the-sea theme.
- Children are eager to learn. They are curious and find their own ways of doing things, such as collecting buckets to throw beanbags into. The childminder and her assistant interact well overall with children but sometimes miss opportunities, especially during children's self-chosen play, to encourage children to develop their ideas and extend their learning.
- Occasionally, the childminder provides adult-led activities that are not appropriate for all the children taking part, especially the younger ones. These

activities can help the older children develop early literacy skills, such as making marks in preparation for writing or beginning to hear sounds and link them to letters. However, sometimes the younger children sit for too long, or the activities are too challenging, such as matching numerals to pictures of objects, so they lose interest and distract the older children.

- Parents speak highly of the childminder and her assistant. They appreciate the time the childminder takes to get to know their children. They value her advice, such as on feeding and sleep routines. One parent said, 'she supports me as part of a parenting team.' Another commented that, 'she was keen to get to know him as well as possible before he started.' They say their children enjoy her 'fun and dynamic' approach.
- Children enjoy being physically active. In the garden, they use ride-on toys, balance, climb and move in diverse ways. They become strong and nimble, and can readily assess and manage small risks themselves, such as safely negotiating the balance beam before proudly saying 'I did it by myself.'
- The childminder promotes children's good health. They thoroughly enjoy the healthy meals and snacks she provides. They help to grow and then eat fruit and vegetables, which deepens their understanding of healthy eating. Children learn the importance of good hygiene, such as why they must brush their teeth and wash their hands. After a busy morning children benefit from a rest, so they are ready to enjoy the rest of the day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an impressive understanding of safeguarding and child protection. She explains confidently what she would do in a range of scenarios. She keeps her knowledge up to date by reading and researching related topics. She makes sure her assistant has a thorough understanding of her role in keeping children safe. They both attend regular training and understand the wider aspects of safeguarding. The childminder supervises children well, including while they sleep. She checks her home for hazards and takes sensible safety precautions. For example, she keeps her dogs separate from the children and follows good hygiene practices after children have handled the small animal pets.

What does the setting need to do to improve?

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

- make the most of spontaneous learning opportunities, especially outside and during children's self-chosen play, to help children develop their ideas and extend their learning
- ensure activities are developmentally appropriate and engaging for all the children taking part.

Setting details

Unique reference number	2547099
Local authority	Wiltshire
Inspection number	10215604
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Bromham, in Wiltshire. She works on Monday, Wednesday, Thursday, and Friday between 7.30am and 6.30pm all year round. She also provides occasional care overnight and on Saturdays. She works with an assistant. Both the childminder and her assistant hold early years qualifications at level 3.

Information about this inspection

Inspector

Rachel Edwards

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 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 showed the inspector around the areas of her home that she uses for childminding and explained her intentions for children's learning.
- The inspector spoke to one parent and read the comments of several parents and took account of their views.
- The inspector spoke to and played with the children. She observed the quality of care and education both indoors and outdoors and assessed the impact on children's learning.
- The childminder and inspector observed the children and assistant engaged in an activity, and together discussed the quality of teaching and children's learning.
- The inspector sampled relevant documents, including evidence of the suitability of adults living and/or working in the childminder's home.

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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