

Childminder report

Inspection date: 7 April 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

The childminder's friendly and caring manner makes children feel welcome and happy in her home. Children form close and beneficial relationships with her. When younger children become upset, they quickly settle after a cuddle from the childminder. She promptly helps them or fulfils any care needs they have. She patiently offers lots of support, encouragement and praise, building their confidence effectively. Young children select resources themselves and use the potty independently. Babies happily explore, crawling and investigating the childminder's playroom. Children gain confidence in their abilities and acquire a good range of skills to prepare them well for their future.

The childminder plans support and experiences to extend children's learning and they make good progress. Children develop their coordination well. Babies learn to open flaps and turn the pages of books. They toddle along with increasing skill, holding tightly to the childminder's hand. Children gain dexterity and skills that will support their early writing skills. They build sandcastles, pour and collect water, and build and balance with blocks. Children cut up fruit for their snack and persevere to peel the backing off stickers in a craft activity. They persist when challenges occur and show positive attitudes to learning.

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

- The childminder knows children well, including their interests and capabilities. She sets up her home in a stimulating way, to encourage children's inquisitiveness and motivate them to explore. Children make good progress. The childminder observes children's play and exploration, assesses their achievements and identifies any gaps in their development. She promptly outlines next steps in the children's learning and works to support these, to help these gaps close. However, the childminder does not always fully adapt activities when there is a mixed age group, to extend all of the children's involvement and skills further.
- The childminder supports children's communication and confidence very effectively. She talks to children as they play, showing enthusiasm for what they choose to do. Older children communicate well. The childminder asks probing questions to encourage children to talk and share their knowledge. They chat confidently with her and take turns in conversation.
- The childminder supervises children well, offering them prompt reminders on boundaries in place for their safety. She patiently supports children's behaviour and social skills. Her prompt interaction quickly disperses any minor disagreements. Children learn to share and take turns with toys and enjoy being with the other children.
- The childminder has good relationships with parents. She shares detailed

information about children's learning and development through her online system and regular in-depth discussions. She also links with other settings children attend. They all work together. They share details of children's achievements and any plans for their future learning, to provide a consistent approach for children across all aspects of their lives.

- The childminder promotes children's healthy lifestyles and understanding of the world well. She provides nutritious meals. The childminder has equipment and activities in her garden and takes children to local woodlands and parks where they can explore nature and develop their physical skills and strength. She also takes children out into the local community to offer them different experiences, for example at play-based groups, to build their confidence in new situations and their social skills. Additionally, they visit local farms, where children enjoy seeing the animals and buying produce from the farm shop.
- Children relish the opportunities the childminder provides for them to explore with their senses. Babies collect little stones and drop them into pots, fascinated by the noise. Children enjoy exploring water and sand. They spend considerable time filling and emptying containers, and exploring the different properties of the materials. However, the childminder does not make the most of opportunities to teach children mathematical concepts and encourage them to learn and use mathematical language, extending their skills further.
- The childminder has memberships with professional associations. She links closely with other childminders to discuss and share good practice and gain new ideas. The childminder seeks training opportunities, implementing new strategies to help her to develop her provision and support children's progress and outcomes further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes checks of her home to ensure that children can play safely, using items such as safety gates to restrict their access to higher risk areas. The childminder has a secure knowledge of the procedures to follow in the event of any concerns about a child. She has refreshed her awareness of child protection through a wide range of training, ensuring that her understanding and subsequently her processes all reflect current guidance and legislation. This helps the childminder to lead the practices of students that are working with her, ensuring that she can keep children safe and well.

What does the setting need to do to improve?

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

- give further consideration to adapting activities, to fully support the differing needs of the children involved

- strengthen the support for children to develop their mathematical understanding, language and skills.

Setting details

Unique reference number	2548016
Local authority	Wiltshire
Inspection number	10215630
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	0 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Hilperton, Trowbridge. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and personal holidays. The childminder holds an appropriate early years qualification at level 3. She is in receipt of early education funding for children aged three years.

Information about this inspection

Inspector
Rachel Howell

Inspection activities

- This was the first routine inspection of the setting 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 provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together. The inspector observed the children, the childminder and the student working with her, and spoke with them at appropriate times during the inspection.
- The inspector took account of parents' written views by reading their comments in email messages and letters.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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