

Childminder report

Inspection date: 22 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 in the childminder's care and the welcoming environment that she provides. Children benefit from a broad curriculum, taking part in activities which ignite their curiosity and interest. They learn about the life cycle of the butterfly and enjoy listening to stories, such as 'The Very Hungry Caterpillar', showing a keen interest in nature. Children make good progress in all areas of learning. They develop high self-esteem as the childminder uses praise effectively, to encourage and build children's confidence.

Children's behaviour is good. The childminder uses different strategies and positive language to encourage children's good behaviour. For example, the childminder says 'thank you' and 'well done' as children help to tidy away the resources before they have their lunch.

Due to the COVID-19 pandemic, the childminder takes the children from their parents at the door. However, she ensures that there continues to be a good two-way flow of communication between herself and the parents. This helps the parents to feel involved in their children's learning and keeps them updated about their progress.

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

- The childminder understands the benefits of learning outside and offers children a wide range of experiences outdoors. They enjoy water play in the garden, mixing paint and water to make 'potions'. They help to care for the plants and flowers in the garden and explore the local woodland, where they paint pictures.
- The childminder knows the children well, planning activities based on their interests and next steps in learning. She introduces colours and numbers as the children play. For example, she talks about the green rice and the orange water, or counts and names the pieces of fruit at snack time.
- As the children make caterpillars from play dough, the childminder encourages them to count the eyes. She uses words such as 'full' and 'empty' as children fill up jugs and cups with water and pour this into funnels. She introduces new words, such as 'cocoon', as children observe the caterpillars hanging inside their netting enclosure. This ignites children's interest in nature and supports their learning in mathematics.
- The childminder continually talks with the children as they play, extending their vocabulary and understanding. However, at times, she uses 'baby language' with the children, so they do not always hear how to pronounce words correctly. For example, she uses 'handys' instead of hands and 'narna' instead of banana.
- Children develop a love of books. They share stories with the childminder, who uses the books well to build on children's knowledge and understanding. For

example, they listen to a story about the importance of brushing their teeth. This supports children's understanding of good oral health and its importance effectively.

- Children develop a good understanding of healthy lifestyles. The childminder encourages children in good handwashing routines and talks to the children about washing germs away. She provides healthy snacks of fruit and engages children well in discussion about healthy eating.
- The childminder is a good role model who helps children to understand that they must be kind and respectful to one another. Children behave well. They share resources and take turns easily. They show kindness to one another. When one child becomes upset, the other children make sure they are alright. They pretend to make soup and say that it will make them feel better.
- The childminder works well in partnership with parents. Parents comment that when their children first started with the childminder, they had a basic vocabulary and are now speaking in full sentences. Older children express how happy they are attending the childminder's provision. However, the childminder does not share information with other settings where children also attend to ensure consistency.
- The childminder continually reviews her provision and looks for different ideas to extend children's learning opportunities. She has completed training courses to develop her knowledge further. For instance, she has used her good knowledge about allergies to provide information to parents about symptoms and causes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She keeps her safeguarding knowledge up to date through training and can recognise the signs or symptoms which may indicate that a child is at risk of harm. She knows what to do if she had a concern about a child in her care. The childminder supervises children appropriately and risk assesses her home environment and any outings that she takes with the children. This helps her to provide a safe and secure environment for the children to play and learn.

What does the setting need to do to improve?

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

- always pronounce words correctly to support children's language skills even further
- improve partnership working with other settings to ensure consistency in children's care and learning.

Setting details

Unique reference number	2551059
Local authority	Wiltshire
Inspection number	10215736
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. 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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- The inspector observed the quality of education being provided, and assessed the impact that this is having on the children's learning.
- Parents shared their views of the setting through written feedback.
- The inspector sampled a range of documentation that the childminder uses to support her in meeting the requirements of the early years foundation stage.
- The inspector spoke with the childminder at convenient times during the inspection.

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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