

Childminder report

Inspection date: 30 August 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 show good levels of confidence in the childminder's welcoming environment. They are building good relationships with the childminder and the other children. Children play well together and enjoy using their imagination to lead their learning. For example, children pretend to be poisonous snakes. The childminder extends their learning by talking about poisonous snakes and what happens if you were bitten by one and how you would need an antidote.

The childminder uses children's interests to provide a rich and varied curriculum. For example, children show interest in animals and fish. The childminder takes them to an aquarium and a garden centre that has a range of animals that the children can pet. The childminder skilfully adapts activities to make sure all children can participate at their own level. For example, the childminder asks more-able children to find four apples from the orchard while younger children collect leaves. Children enjoy eating the apples and talking about nature.

Due to the COVID-19 pandemic, the childminder was not working and started back in July 2021. She is fully aware that some children's personal, social and emotional development as well as their communication and language development has been affected. The childminder works closely with parents to make sure that children feel safe and comfortable in her care. In addition, she does lots of activities to promote children's communication and language development.

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

- The childminder uses her outdoor environment and the wider surroundings particularly well to support children who learn better in these areas. She provides good learning opportunities in the garden, orchard, woods and fields surrounding her property to extend children's learning. For example, children design and build a large bug house and excitedly find a spider. The childminder captures their interest as they make their own bugs from natural clay using their knowledge of what they look like, such as ladybirds and caterpillars.
- The childminder builds positive relationships with parents. She makes time when they are dropping off and collecting their children to talk about how the child is progressing and the next steps they are working on. Parents report that the childminder adapts to their child's individual needs. For example, by providing a quiet and calm space for children to relax and take time out of their busy day. The childminder involves parents in the assessments, such as the two-year progress check, recognising that they know their child best.
- Overall, the childminder uses effective teaching methods, such as open-ended questioning and encouraging children to recall stories and rhymes. However, on occasion, teaching is not consistent for every child. For example, some children

are not fully supported to join in activities. This results in children not fully engaging to maximise every learning opportunity.

- Children's behaviour is good. The childminder sets clear boundaries and expectations to help children understand how to behave appropriately. Children share well and take turns. They are well mannered and benefit from the childminder's positive approach to managing behaviour.
- The childminder places a high emphasis on health and safety. She completes regular risk assessments particularly because she maximises the use of outdoor activities. Children learn to take risks and keep themselves safe. However, at times, when children take out too many resources, they sometimes slip on the floor as it is too cluttered.
- The childminder is proactive in increasing her knowledge and skills. She is currently training to make sure that she has greater understanding of how to support children to make the best possible progress and keep them safe and promote their general well-being. She uses good methods to monitor and evaluate her provision which include parental questionnaires, talking with other professionals and taking into account the views of the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of all the aspects of safeguarding. She has completed relevant training to make sure that her knowledge is up to date. The childminder is confident in identifying possible signs that may indicate there are concerns about a child's welfare and has clear procedures to follow in the event of a concern. The childminder teaches children from an early age how to take controlled risks and stay safe, particularly in the outdoor area and when on outings. For example, when children play 'Poohsticks' on the bridge by a stream and learn to stay safe around the water.

What does the setting need to do to improve?

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

- develop a more consistent approach to learning to maximise opportunities to help all children make the maximum progress
- help children learn how to minimise hazards indoors to promote their understanding of safety further

Setting details

Unique reference number	2553332
Local authority	Wiltshire
Inspection number	10220306
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	1
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Devizes in Wiltshire. She operates from Tuesday to Friday, 8.30am until 5.30pm, all year round.

Information about this inspection

Inspector

Lorraine Sparey

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 inspector spoke to parents and reviewed documentation they had given to the childminder for the inspection.
- The inspector spoke to the childminder and the children throughout the inspection.
- The inspector discussed with the childminder her curriculum and the learning opportunities she provides to meet children's individual needs.
- The inspector completed observations, both indoors and outdoors, and discussed the findings with the childminder.

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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