

Childminder report

Inspection date: 23 February 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 love spending time in this happy, busy home. They form exceptionally close bonds with the childminder and his co-childminding wife. Children feel loved and secure and readily go to the childminder for reassuring cuddles or help. The childminder is fun and engaging and children enjoy playing and dancing with him. Children are fully involved in their play. The childminder knows the children well. He helps them develop their interests, often with fascinating projects, such as building a lifting bridge and exploring what sized boats will fit underneath. Children are curious and eager learners.

The childminder talks to the children about what they are doing and listens carefully to their ideas so they all feel valued and confident to express themselves. They have interesting conversations, for example, following a visit to the seaside they talk about sea creatures. Children play together very well. Older children are thoughtful and kind to the little ones, for example, offering a cuddle after a fall. If they occasionally find sharing difficult, the childminder understands their frustration and teaches them how to resolve the dispute amicably. Children behave extremely well.

During the COVID-19 pandemic some children were socially isolated and became anxious around others. While the setting was closed, the childminder met outside with children and parents, when possible, which children found reassuring.

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

- The childminder has a clear understanding of the skills and knowledge children need to support their future learning. With his co-childminder, he plans a variety of rich experiences and activities that help children achieve this. He builds gradually on children's prior skills, giving them time to practise and consolidate their learning.
- The childminder keeps a close check on children's development. He shares information about children's progress with his co-childminder and with parents. Together they make sure that children at risk of falling behind receive the support they need to help catch up quickly. Parents speak very positively about the childminder and comment on how their children enjoy his 'lively, playful approach.'
- The childminder supports children's language development well overall. He speaks clearly and gives children enough time to think and encourages them to express their ideas. Children love to share stories with the childminder, enjoying his animated reading. However, he does not always explain the meaning of unfamiliar words to help children to build their vocabulary and understanding as well as possible.

- The childminder helps children gain a good understanding of the world around them. He broadens their horizons and helps children appreciate communities and people different to their own. For example, children learn how some people celebrate Chinese New Year. They watched video clips of Chinese drummers and a dragon dance, before having great fun filming and having a go themselves.
- The childminder promotes children's good health. His hygienic practice helps prevent the spread of disease. For example, he asks visitors to wash their hands when they arrive. He advises parents on how to make a healthy lunch for their children. Children are physically active and spend much of the day playing outside. Children become very independent while at the setting. However, the childminder does not always encourage all children sufficiently to persist with difficult tasks, such as putting on their shoes.
- The childminder works extremely effectively with his co-childminder wife. They share responsibility for tasks, such as preparing and clearing away meals. This means that one of them is always free to supervise the children and support their play. They share ideas to keep their practice interesting and provide good role models for the children.
- The childminder regularly completes training and seeks advice from his experienced co-childminder to develop his skills and knowledge. He routinely reviews his practice and seeks children's and parents' views to help him make improvements. For example, he has built a spacious, covered area outside the playroom. This enables children to play outside comfortably in all weathers, which benefits those children who learn better outside.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of his role in helping to keep children safe. He routinely updates his knowledge of safeguarding and child protection through training and his own research. He regularly discusses with his co-childminder what they would do in different scenarios. He explains confidently what he must do if he has concerns about a child's welfare. The childminder maintains a clean, safe, and secure home. He encourages children to assess and manage small risks for themselves. For example, they know when they use the slide that they must check first that no one is in their way.

What does the setting need to do to improve?

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

- explain what unfamiliar words mean and encourage children to use these in their play to support their language development even more effectively
- encourage all children to persist with tasks they find difficult to support their independence further.

Setting details

Unique reference number	2566127
Local authority	Wiltshire
Inspection number	10204610
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. He lives in Calne, in Wiltshire. He works with his wife, who is also a registered childminder at this setting. He works from 7.30am until 6pm on Monday to Friday, all year round. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Rachel Edwards

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 the evaluation of the setting.
- The childminder and the inspector discussed the childminder's intentions for children's learning. They looked at all areas of the home accessed by the children and discussed how the childminder and children use these.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living on the premises.
- The childminder and the inspector observed children playing and discussed their learning and development.
- The inspector talked to the childminder, his co-childminder, and children at appropriate times during the inspection.
- The inspector took account of parents' views in their written comments.

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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