

Childminder report

Inspection date: 18 July 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 they feel safe and secure with the childminder. They are confident to ask for snacks and drinks and to invite the childminder into their play. Children form good relationships with their friends, as they learn to play together cooperatively. The childminder places a strong emphasis on helping children talk about their feelings. She acknowledges when children become upset or frustrated and supports them to regulate their emotions appropriately. Children confidently approach the childminder for a cuddle when needed.

The childminder has high expectations of the children. They show they enjoy taking responsibility, as they are keen to help the childminder. Children carry bowls and fruits to the table and put their mats on it prior to having snack. They develop independence as they change their clothes when they become wet. The childminder knows the children well and what they need to learn next. She incorporates this into her curriculum and routines of the day. Children make good progress from their starting points.

Parents report that they are extremely happy with the care and education their children receive. Some say their children have had limited socialisation due to the COVID-19 pandemic, and that their children's confidence has come on 'leaps and bounds' since attending the childminder's. Parents say that they appreciate the childminder's flexibility, and like the fact that she sends story books home as it encourages them to read more with their children.

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

- The childminder reflects on her practice and makes ongoing improvements. She has reviewed the use of the online application used for communicating with parents, as she found this was not working. She has since introduced written diaries and book bags to send home, and has found this works better.
- Children have lots of opportunities to develop their hand muscles in readiness for early writing. They use tongs to pick up pom poms, empty and fill containers with water, and paint water pictures on the ground with brushes. Children enjoy listening to stories and are keen to talk about the pictures. The childminder encourages the children to make links with past events, such as the animals in the story and those they have seen on recent trips to the farm.
- Children are keen to join in with the activities and explore 'coloured foam' using their senses. However, at times, the childminder does not encourage the children to predict what may happen, such as when they put food colouring in the foam to test out their ideas.
- The childminder uses effective strategies to help the children learn to share and take turns. For example, when one child wants the pink tongs, she uses a sand

timer to help another child understand when they need to give it to the other child.

- The childminder encourages the children's mathematical skills well. They count together as they play, talk about the different shapes they draw, and use language such as 'big' and 'small'.
- The childminder encourages the children to engage in lots of conversations, and the environment is language rich. She asks them how their weekend was, and finds out what they have done with their families. However, at times, she asks some closed questions that require a one-word answer and does not always give the children time to think and form their responses to her questions before she answers for them.
- The childminder talks to the children about the need to be healthy in the sun. She makes sure children wear hats, use sun cream often and have regular drinks of water. Children learn about the importance of healthy eating, as they talk about the fruits they have at snack and how these are good for them.
- Children have regular opportunities to learn about the world around them. They visit local farms, gardens, outdoor spaces and toddler groups. Children look at and talk about photos of themselves and others to learn about their differences and similarities. This helps them develop respect for others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a sound knowledge of safeguarding issues. She knows what to do if concerned about a child's welfare and the procedures to follow if an allegation is made against her. She monitors and keeps clear records of any concerns about children's welfare and shares them with the relevant authorities. The childminder has a mobile phone and internet policy in place, and helps older children learn how to stay safe online. The childminder helps children learn about their own safety. She reminds them not to climb on the chairs or eat the foam, for example.

What does the setting need to do to improve?

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

- use more effective questioning techniques to extend children's language skills even further
- provide greater opportunities for children to predict what may happen next and to test out their own ideas.

Setting details

Unique reference number	2571128
Local authority	Wiltshire
Inspection number	10239151
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 8
Total number of places	4
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in January 2020. She lives in Lower Compton, near Calne, Wiltshire. The childminder operates Monday to Friday, all year round. She is eligible to receive funding for the provision of free early education for children aged two-, three- and four-years-old. The childminder has two cats.

Information about this inspection

Inspector

Charlotte Jenkin

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The childminder discussed an activity with the inspector and evaluated the impact on children's learning.
- The inspector read some feedback from parents and took account of their views.
- The childminder made some documentation available for the inspector to sample, including training certificates.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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