

Childminder report

Inspection date: 22 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 settle into the childminder's provision well. They develop secure relationships with her. She is friendly, kind and caring. She knows children's individual routines, recognising when they are hungry or tired and supports them closely. Children are happy and relaxed. Older babies get lots of reassurance and encouragement from the childminder that supports their growing confidence.

The childminder takes children out into the local community, helping develop their understanding of the world and their confidence in new situations. They visit a range of venues, such as parks, local woodlands, and animal parks regularly. Parents comment that they are impressed with how much the childminder fits in to the children's day, and all the different places they go.

The childminder assesses children's learning regularly and focuses her curriculum on children's development needs. Children build positive attitudes to learning and test out their ideas. Children gain confidence with new experiences and different materials. Babies giggle as they excitedly splash in the water tray. Children peel fruit and pierce it onto skewers for their fruit kebabs at snack time. They try out new equipment in the garden, such as aiming water pistols at targets, developing their coordination and strength.

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

- Children make good progress. The childminder uses her observations of children to assess their learning and gauge if they are working at expected levels. She outlines what they need to learn next and plans her activities around this to help close gaps in children's learning.
- The childminder sets up her home in a stimulating way, to motivate children to explore. Older babies develop their physical skills very well. They negotiate different terrain and slopes and try out activities and equipment in the childminder's garden. She watches and supports them closely while still allowing them the freedom to explore and develop their skills. However, during some activities the childminder is not always successful in adapting the resources and areas for the varied ages of the children. Consequently, at times children's exploration and learning are not extended as much as possible.
- The childminder knows how children learn. Her strong teaching and effective role modelling offers children new ideas and words to help to develop their language and skills. She gets down to children's level, playing alongside them and encouraging their curiosity. Children giggle and have fun with the childminder. Older babies relish joining in with songs, excitedly making sounds and copying actions. The childminder's attentive support for children's speech consistently provides them with clear words and simple phrases that they can

understand and copy.

- The childminder evaluates the activities she provides and reviews her daily practice. She uses memberships of professional organisations to undertake training and keep up to date with changes to legislation. She works closely with other childminders for professional discussions and to share good practice, helping to develop her provision.
- Older children listen respectfully to the childminder and behave well. They appreciate the needs of the younger ones. They play well with their friends, sharing toys and taking turns. Children develop their sense of responsibility. They take their shoes off when they come in from outside, help tidy away the toys and clear the table ready for mealtimes.
- The childminder has good relationships with parents. She shares information with them during daily discussions, and through frequent messages and regular assessments of children's learning. Parents say they get lots of feedback and lovely photos showing the smiles and fun their child has at the setting. However, the childminder's partnership working with parents is not consistently effective, particularly in relation to encouraging children's healthy lifestyles. She supports parents' understanding of a healthy diet but is not always successful in helping them implement this within the items they provide for their children at her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements robust procedures to ensure children's safety. She keeps her home clean and removes any hazards. She uses safety equipment, such as gates, to make certain young children are safe from higher risk areas. She monitors and supports children closely while also ensuring they have the freedom to explore independently and develop their confidence and skills. The childminder has a strong knowledge of the signs that a child's safety or well-being may not be as it should be. She has refreshed her awareness of child protection through training. She knows the procedures to follow in the event of any concerns.

What does the setting need to do to improve?

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

- adapt activities and areas used to fully support the different needs and ages of all the children
- enhance partnerships with parents and help develop children's healthy lifestyles further.

Setting details

Unique reference number	2572927
Local authority	Wiltshire
Inspection number	10239526
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 9
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in March 2020 and lives in Purton near Swindon. She operates all year round, from 8am to 6pm, Monday and Tuesday. The childminder has qualified teacher status.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the childminder 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 and the childminder and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- 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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