

Childminder report

Inspection date: 3 October 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

The childminder provides a safe and welcoming home, where children feel secure and loved. Children respond well to her gentle, relaxed approach and grow in confidence as they eagerly explore their surroundings. The childminder collaborates closely with parents, so that the children enjoy consistent routines. They eat and sleep when they need to, so they are rested, well-nourished and able to enjoy their busy day. The childminder praises and encourages children's efforts so they become increasingly independent. For example, toddlers eagerly have a go at putting on their shoes and willingly help to tidy away toys.

Toddlers gradually learn to manage their strong emotions, such as having to share and take turns. The childminder teaches them the words to express their feelings. For example, a toddler says, 'Baby crying, sad,' and the childminder explains this is because they feel tired. Children continue to explore these feelings through imaginative play. Babies and toddlers enjoy the childminder's warm praise and consistent guidance. They quickly learn right from wrong. Children enthusiastically explore the wide range of interesting resources. The childminder encourages their curiosity, for example, showing them how a bubble machine works. Toddlers become absorbed in their play and concentrate for lengthy periods. For example, children play with dolls and act out familiar routines. The childminder interacts skilfully with the children, following their interests and extending their play. Children make good progress.

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

- The childminder knows the young children she cares for well and talks confidently about their interests and abilities. She provides a wide variety of age-appropriate activities that help them progress well. Toddlers have good opportunities to stack and fill containers and to notice changes in amounts, such as when they sing number rhymes. However, the childminder is less confident in how to sequentially build older children's mathematical knowledge to help prepare them for starting school.
- The childminder keeps a close check on children's development and quickly spots those at risk of falling behind. She plans activities to support each child's learning and knows how to secure additional help if needed.
- The childminder supports children's speech and language very well. She plays alongside children, describing what they are doing and naming objects. She responds warmly to babies' and toddlers' babbling and gestures. They sing and listen to stories every day, which helps them hear the rhythm of speech and builds their vocabulary. Children have good opportunities to practise using words they have just learned, such as when they play with small model pumpkins and autumn leaves in the water tray.

- Children develop a love of books, and they eagerly choose from the wide selection available. They climb onto the childminder's lap and snuggle up to look at the book together and carefully turn the pages. The childminder talks to children about what they can see in the pictures and helps them make links to familiar things. For example, they read about a duck swimming and the childminder says, 'You go swimming like the duck.' She encourages them to think and talk about familiar ideas.
- Parents speak highly of the childminder. They comment on her warmth and the wide variety of experiences that their children enjoy. The childminder uses various media to share information with parents about their child's day and the progress they are making. They value her advice, for example on toilet training and how they can support their children's development at home.
- The childminder helps children lead healthy lives. The childminder advises parents of healthy meals and snacks for children to bring. The childminder and children sit together for sociable and relaxed mealtimes, which encourages them to eat well. The childminder follows hygienic practice. She teaches children, for example, when and why they must wash their hands.
- Children are physically active every day. They climb and balance on more challenging play equipment at the park, go for walks, and play in the garden. However, steps in the garden limit how children can safely use the space. Outdoor activities are less rich and varied than those indoors, which does not benefit those children who learn best outside. The childminder has plans to develop the garden into a safe and stimulating space.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her knowledge of child protection matters so that she is confident in how to recognise children at risk of harm. She knows how to record and report any concerns she has for children's welfare. She checks her home for hazards and acts to minimise these. For example, she has a safety mesh fitted over her pond to prevent children from falling into the water. She keeps the friendly family dog separate from the children and teaches the children how to behave near animals when they are out.

What does the setting need to do to improve?

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

- improve knowledge and teaching skills to support older children's mathematical development. Provide frequent and varied opportunities to enable children to gain a deep understanding of numbers, space, shape and measures
- develop the garden to provide a safe and stimulating outdoor play area, especially to benefit those children who learn best outside.

Setting details

Unique reference number	2594760
Local authority	Wiltshire
Inspection number	10251352
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	5
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in the village of Great Bedwyn, in Wiltshire. She works on weekdays from 7.30am until 6pm, throughout the year. The childminder holds an early years qualification at level 2.

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 their evaluation of the provider.
- The childminder showed the inspector around her home and garden and explained how she organises her space and plans her curriculum to support all areas of individual children's learning.
- The inspector observed the children playing and the childminder's interactions with them. The inspector assessed the quality of teaching and its impact on children's learning. She observed care routines and how well they support children's well-being.
- The inspector sampled relevant documents, such as children's records, evidence of the suitability of adults in the household, and training and qualifications.
- The inspector read a written testimonial from a parent and took account of their 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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