

Childminder report

Inspection date: 15 February 2023

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 are confident and settled. They enjoy warm interactions with the childminder and feel safe and secure in her care. Babies enjoy cuddles but are also confident to move around independently. Children confidently select resources and focus well on activities. For example, they explore the different textures and shapes of rice and pasta and enjoy learning how to blow bubbles. Children have good relationships, playing happily together and offering each other help. They take turns, share and show respect for one another. For example, a child fetches paper for a younger child to draw on.

The childminder knows children well and provides effective support for them to make good progress in all areas. She regularly assesses their development and uses this information to identify what they need to do next. She tailors her planning and activities to take account of these next steps and children's individual interests. She makes good use of the local environment and facilities to support the children's learning. For example, they enjoy learning about the world as they go for a walk to see the horses in a local field. The childminder has high expectations for all children and recognises when they may need extra support, such as with their speech and language. She works with parents to ensure a shared approach to children's learning.

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

- The childminder shows great enthusiasm as she interacts with children. She engages them well and uses lots of encouragement and praise which supports them to become motivated learners. The childminder captures children's curiosity as she asks them to guess which container the ball has been hidden under. They respond excitedly and take turns to hide the ball.
- Children are well behaved. They have good manners and often spontaneously say 'please' and 'thank you' during their play. The childminder consistently reminds them of expectations about their behaviour and they respond positively to this. Children are good at sharing and they confidently talk about taking turns. The childminder places a heavy emphasis on children learning about their feelings and how to manage these. For example, she uses books to help children talk about their emotions.
- Children develop many independent skills. For example, they go to put their used tissues in the bin, spread butter on their toast and pour their own drinks. This helps to boost their self-confidence. The childminder values their ideas and seeks feedback from them to help her evaluate the quality of her provision.
- The childminder has a clear understanding of what she wants children to learn and why. She provides an effective curriculum which covers all areas of learning and takes account of each child's level of development and their particular

interests. She also bases it around themes and celebrations, such as Valentine's Day.

- Children follow good hygiene routines and understand why this is important. They know they need to wash their hands before eating and proudly show off their clean hands after they have washed them. They enjoy regular exercise as part of a healthy lifestyle and particularly like walking the dog.
- The childminder works closely with parents. She shares information about their children's progress with them regularly so that they are aware of what she is focusing on and can support this at home. She has completed training in working with fathers and used what she learned to ensure that they are fully involved in their children's learning.
- The childminder effectively introduces mathematics into planned activities and children's play. She encourages children to count how many containers they have stacked and to work out how many plates they need at lunchtime for example. There is lots of conversation and children are developing good communication skills. However, the childminder does not always extend these further by introducing new vocabulary.
- The childminder provides an inclusive setting where everyone is welcome and supported to make progress. However, on occasion she does not focus fully on the provision for babies. Sometimes she expects them to join in with activities for older children rather than providing activities and resources that are more specifically suited to their needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She ensures that children are cared for in a safe environment and learn about staying safe, including when online. The childminder understands the possible signs that a child may be at risk of harm and knows what to do if she is concerned. She also has a secure understanding of what to do if an allegation is made against herself or her husband.

What does the setting need to do to improve?

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

- extend children's vocabulary further to enhance their communication skills
- develop further the planning and provision for babies to ensure that it is focused more sharply on meeting their individual learning needs as effectively as possible.

Setting details

Unique reference number	2599223
Local authority	Wiltshire
Inspection number	10264100
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Tidworth, Wiltshire. She operates Monday to Friday, all year round. She is in receipt of funding for free education sessions for children aged two, three and four. She is registered to work with an assistant.

Information about this inspection

Inspector

Catherine Sample

Inspection activities

- This was the first routine inspection the children 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 their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector in writing.

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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