

Childminder report

Inspection date: 13 April 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 happy and settled with the childminder. They develop strong bonds with the childminder, her co-childminder and their assistant. Children demonstrate confidence in initiating play. They set up games to play with the childminder and confidently ask their friends to join them. Younger children trust the childminder to support them as they use ride-on toys in the garden. Children develop good social skills, and they learn about the world around them. For instance, they regularly go out on walks in the local community. Children benefit from lots of fresh air and exercise as they visit a range of places, including parks, shops and the stream to feed the ducks. Children are active and enjoy playing outside.

The childminder plans her curriculum around her knowledge of the children and what they need to learn next. She uses children's interests to encourage them to join in and learn. Older children develop coordination and the strength in their hands as they use tongs to pick up small Easter-related resources from the play table. Younger children enjoy exploring the imaginative toys as they pretend to feed the dolls. Children show care and respect for the resources, and they carefully put them away in the correct boxes when they finish playing.

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

- The childminder knows the children well. She works closely with children's parents, her co-childminder and her assistant to monitor children's progress and target their learning closely. Children enjoy the good range of learning opportunities, and they benefit from a wide range of resources that they can access independently. Children demonstrate being focused and motivated to learn. For instance, they sit and concentrate to do puzzles and seem keen to make sure that they are all complete.
- Parents speak very positively about the care and education the childminder and her co-childminder provide. Parents comment on the support and dedication that the childminder provides for them and their family. The childminder shares information with parents and involves them in their children's learning. Partnerships with parents are strong.
- Children form good friendships in the setting. They are kind, build close relationships with one another and eagerly join their friends to play. Children are learning to share but rely heavily on the support of the childminder to take turns with the resources.
- The childminder supports children to develop their communication and language skills well. She models language and promotes a wide range of vocabulary. For instance, she encourages children to talk and share their thoughts. The childminder sings with children and shares stories, encouraging children to talk about what they see. Children eagerly join in with story time and excitedly help

to tell the story.

- The childminder and her co-childminder are enthusiastic, and they engage children and encourage them to learn. They play alongside children, following their interests and modelling language. However, their assistant needs further support to ensure that her interactions with children are as interesting and challenging.
- Children develop a good understanding of the natural environment. During walks, the childminder talks to children about what they see, encouraging them to ask questions and be curious about their surroundings. Children point out the bees on flowers, and the childminder talks to them about the bees collecting nectar to make honey. Children eagerly point out road signs and patiently wait for the green man before crossing the road.
- The childminder helps children to learn to be independent, for example with dressing in preparation for going outside. Older children help each other to find high-visibility vests to wear and confidently put their coats on. The childminder supports children to learn and follow good hygiene practices. Children know to wash their hands before they eat and after they have been outside.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe. She is able to identify the indicators that may mean that a child is at risk of harm. The childminder, her co-childminder and their assistant know how to act on any concerns that they have, including if an allegation is raised. The childminder ensures that her co-childminder and their assistant know the procedures to monitor children's welfare. The childminder helps children to learn to keep themselves safe. Children learn good procedures on outings, and they learn how to manage risks.

What does the setting need to do to improve?

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

- provide children with opportunities to learn to be independent with managing their feelings when needing to share resources
- provide more support for assistants to raise their understanding of how children learn.

Setting details

Unique reference number	2612191
Local authority	Wiltshire
Inspection number	10286150
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Calne, in Wiltshire. The childminder works alongside her co-childminder and an assistant. She provides care for children from 7am until 7pm, Monday to Sunday, all year round. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Victoria Nicolson

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how she and her co-childminder organise their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to a parent and children and reviewed written feedback from other parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023