

Childminder report

Inspection date: 16 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

The childminder gets to know the children very well, she understands their personal needs and provides ample opportunities to support them. For example, the childminder has provided appropriate resources to children who have a particular learning style, such as a strong interest in toys that rotate. Each child benefits from the childminder's recognition of their characteristics, as it becomes a part of their play and learning.

The children experience a calm environment that promotes their positive well-being. This is due to the childminder's adopted approach to ensure children experience happiness, relaxation and build trusting relationships. The childminder promotes this by modelling kindness, respect and being inclusive to all, as part of the setting's key values of how to treat each other. This ethos is reflected in the children's play as they peacefully and respectfully play alongside each other.

The children have ample opportunities to explore the outside world. They explore nature in various environments to reap the benefits of fresh air, exercise and observing natural beauty through the childminder's membership of various nature reserves. The outings often reflect children's interests and next steps. For example, children who have an interest in trains have been taken to local bridges and nearby fields to watch the trains go by, spurring conversations about their purpose and being safe around train tracks.

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

- There is a respectful relationship between parents and the childminder. There is good communication embedded through daily handovers, messages and photographs that are sent to parents to provide information about each child's day. The childminder seeks parent's views through questionnaires and underlines areas of possible improvements to her service. The effective communication ensures children's changing needs are being met and that the childminder adapts her practice where necessary. Parents express their appreciation of the childminder. They reflect on how well their child settled into the setting and feel reassured with the caring and nurturing approach she provides. Parents say their children are being well supported in their development and are making good progress in their learning.
- The childminder has established a good assessment routine to evaluate children's developmental progress and ensure they are learning effectively, particularly in the prime areas of learning. This is initiated when the children first begin with her, as the childminder and parents work together to recognise children's starting points. These assessments are regularly evaluated until each child goes to school, where they are communicated to the child's teacher to

ensure an easy transition for each child.

- The childminder is supporting children to develop their language skills and their communication with others. She provides continual conversations and explanations about daily events to children and asks them regular questions, allowing time for children to respond. The childminder plays games such as peekaboo to encourage children to interact with her. However, there are limited story times to develop the children's vocabulary even further.
- Children show some focus during planned, structured activities, such as making marks with chunky chinks on the messy tray. However, the childminder does not provide children with the support they always need to engage in activities and the resources they have selected themselves for long periods of time. Children struggle to focus and they move from one activity to another quickly, reducing the learning opportunities.
- Children are developing their independence through self-care routines, such as handwashing and feeding themselves, which also help to improve their hand-to-eye coordination. The childminder has plans in place to promote this further, particularly around mealtimes, to encourage more competence in using their small-hand muscles. The children are practising daily tidy-up times. This supports their understanding of organising toys and how to find the resources they would like to play with.
- The childminder is developing her professional knowledge, particularly to support children who are finding it difficult to manage their emotions. She has implemented next steps to support those children to recognise their emotions through looking in mirrors and looking at pictures to help them manage how they are feeling. The childminder has developed techniques such as bubble blowing and toddler yoga to assist children in feeling calm.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good safeguarding knowledge. She is up to date with safeguarding training. The childminder recognises signs and symptoms that may indicate a child is at risk of harm. She understands the procedure to follow if she has concerns for a child's welfare. The childminder embeds safeguarding into everyday practice as she completes risk assessments of her indoor and outdoor space. This minimises risks and promotes a safe environment for the children to play in.

What does the setting need to do to improve?

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

- develop ways for children to build a deeper focus in their self-chosen activities to support their learning and concentration

- provide regular engaging story times to further explore and encourage children's rich range of vocabulary.

Setting details

Unique reference number	2616170
Local authority	Wiltshire
Inspection number	10264299
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	1 to 5
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 December 2020. She lives in Wooten Bassett, Wiltshire. The childminder has a relevant childcare qualification at level 3. She receives funding for the provision of free early education for children aged three and four years. She operates Monday to Friday from 7.30am to 5.30pm, all year round.

Information about this inspection

Inspector
Michelle Oram

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 inspector observed interactions between the childminder and the children and spoke with the children regularly.
- The inspector observed a focus activity and the childminder evaluated the success of the activity and how the children benefitted from it.
- The inspector tracked the experiences of several children.
- The inspector held a discussion with the childminder and reviewed relevant documentation.
- Parents' views were considered during the inspection.

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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