

Childminder report

Inspection date: 10 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder places a strong emphasis on learning through nature. She gives children varied opportunities to explore and learn outdoors, which spark their curiosity. For example, children help to feed the chickens and talk about what might live in the pond. The childminder builds warm relationships with the children, which helps them to feel settled and confident. She offers lots of praise which boosts their self-esteem and gives them the confidence to express themselves and make decisions about their play. For example, children help themselves to numbered ladybirds and count them. The childminder focuses intently on developing children's social and emotional skills. She talks to children about working as a team and acknowledges when they are kind and helpful to others. She has high expectations for children's behaviour and teaches them to express how they are feeling, such as letting others know when they need space.

The childminder knows children well and understands what they need to do next to make good progress. She bases her ambitious curriculum on each child's individual next steps and interests, and plans effective learning opportunities, which engage them fully and support their learning well.

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

- Children learn to recognise and manage their feelings. The childminder offers consistently high levels of support for them to discuss how they feel and learn how to negotiate with others. They learn about sharing and taking turns. For example, they take turns to use the icing bag to decorate biscuits with snowflake shapes. The childminder is quick to acknowledge children's kind and thoughtful behaviour.
- The childminder is skilled at interacting and communicating with the children. All children join in with lively conversations about a wide variety of topics. For example, they comment that there are pips in an apple and the childminder extends this by talking about seeds and asking children if they can remember what seeds need to grow. However, on occasion, the childminder does not model the correct pronunciation of words to further enhance children's developing communication skills.
- The childminder assesses children's individual progress carefully and ensures that her educational programme is challenging for each child. She provides high levels of support for children's learning, using effective teaching methods to engage them. She asks questions, encourages them to think for themselves and to solve problems. She is quick to make the most of learning opportunities. For example, when a child asks if they can eat some of the icing on top of their biscuit, she talks about how sugary foods are just an occasional treat and how it is important to get energy from other foods.

- Children are bright, confident and interested in their learning. They thoroughly enjoy exploring nature and solving problems. For example, they experiment with using cold and warm water to see which melts blocks of ice containing plastic animals the quickest. They enjoy listening to stories and regularly visit the local library for rhyme time, which supports their early literacy skills.
- The childminder is proactive about developing her practice to improve outcomes for children. She has made improvements since her last inspection. For example, she now threads mathematics throughout activities during the day and children were observed to help themselves to counting activities and use them independently. The childminder is currently completing Hygge in Early Years training and is booked to train as a forest school leader. These will enable her to further enhance her existing provision and build on her ethos of learning through nature.
- The childminder works closely with other settings and parents to ensure a shared approach to children's learning. She regularly shares information about children's progress with other settings and works with parents to ensure that children get any additional support they may need. She advises parents on how to support their child's learning at home, such as reading with them regularly.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first. The childminder has a good understanding of the possible signs that a child may be at risk of harm. She knows what to do if she has concerns and is confident to make a referral if necessary. She ensures that the environment is safe for children and teaches them road safety when they go on outings. She gives parents advice about how to keep their children safe online.

What does the setting need to do to improve?

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

- provide further support for children's developing communication skills, with particular regard to modelling language more consistently.

Setting details

Unique reference number	2618101
Local authority	Wiltshire
Inspection number	10288603
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	2 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 April 2023

Information about this early years setting

The childminder registered in 2021 and lives in Trowbridge, Wiltshire. She provides care for children each weekday, from 8am to 5.30pm, throughout the year. The childminder holds an appropriate early years qualification at level 3. She receives funding to provide free early education to children aged three and four years.

Information about this inspection

Inspector

Catherine Sample

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder 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.
- 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector 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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