

Childminder report

Inspection date: 27 June 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 has developed a clear curriculum that is based on child-led learning and each child's individual needs and interests. This enables them to make good progress in developing a sense of belonging, being inclusive towards others and developing their language skills. This results in children forming positive relationships with peers and trusted adults.

The childminder patiently allows the children time to develop their independence skills. In recent months, this has had a positive impact on the children's capabilities. Older children competently select their own tissues to wipe their noses and cut up their own snack with child safety knives. Younger children are learning to put on and take off their own shoes and are competently drinking from an open-top cup.

Children have good opportunities to explore the world around them. For example, they take care of tadpoles in the childminder's garden. They learn about the lifecycle of a frog and use magnifying glasses to observe their growth. Children explore the local community to further develop their understanding of the world. They travel on the bus to visit the library, the fire station, and local playgroups with the childminder, which extends their interactions with others.

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

- The childminder has a very good partnership with parents. She shares development reports to provide parents with information about their children's next steps in learning. She provides ideas of how they can further support their child at home. Parents share photographs with the childminder when their children have achieved something new. Parents appreciate the care the childminder offers and the support and advice she provides to them.
- The childminder promotes inclusion and diversity well. She embraces various cultures from around the world by holding celebrations with the children, particularly for those who have specific cultural beliefs. The childminder allows time for children to discover their differences and similarities with others. For example, children bring their own lunch boxes from home, which inspires conversations about their different food items, what they like and dislike, and what they enjoy eating at home with their families.
- Children are happy and content. They enjoy each other's company and play well alongside each other. Children join in with the variety of activities on offer, including ice-play and painting. However, at times, the childminder does not encourage quieter children to join in, particularly when playing in the garden. For example, she allows children to wander without much engagement in the activities on offer, resulting in them not building confidence skills and sometimes

missing out on learning experiences.

- Children behave well, demonstrating playfulness and respect for others. The childminder quickly identifies disruptive behaviour and applies effective techniques to manage this. For example, she reminds the children of her rules, and they respond quickly and efficiently to her. The childminder works well with outside agencies to seek additional behaviour support when needed. She accepts and implements the valuable advice and guidance they provide. She feeds back the information to parents, which establishes a consistent support network for children.
- The childminder demonstrates clear and effective ways to model language. She continually asks the children open-ended questions as they play and gives them time to respond, which stretches and challenges their thinking further. The childminder has a wide selection of books, which she reads regularly to the children to develop their enjoyment of stories. Children help themselves to the books. They sit and look at the pictures with care, chatter to themselves and turn the pages one at a time.
- The childminder incorporates numbers and counting into her daily routine, which helps the children to master their number sequencing skills by practising them regularly. For example, children enjoy counting as they build towers with bricks. Younger children are competently counting to five, and older children are counting up to 12.
- The childminder is reflective in her practice. She seeks parents' feedback about the service she provides through regular questionnaires. She uses this information to make evaluative decisions based on their points of view. The childminder evaluates the impact of her teaching by assessing children's development. She reviews gaps in their learning to measure if there are any weaknesses in her curriculum so that she can make changes where necessary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good safeguarding knowledge. She attends regular training courses to ensure that her knowledge is continually refreshed and to develop her knowledge of safeguarding concerns. She understands how to react to a disclosure from a child, or to a child who is displaying signs and symptoms of abuse. The childminder is confident to contact the local authority designated officer regarding allegations if she has concerns about another professional. The childminder undertakes regular risk assessment checks, helping her to ensure that the environment remains a safe place for children.

What does the setting need to do to improve?

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

- engage further with quieter children to enhance their confidence to take part in small-group activities and help them to get the most out of their experiences.

Setting details

Unique reference number	2637775
Local authority	Wiltshire
Inspection number	10298790
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 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in July 2021. She lives in Devizes, Wiltshire. The childminder operates Monday to Friday, between 7am and 6pm, all year round. She has a childcare qualification at level 3.

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 childminder took the inspector on a tour of the setting to discuss the curriculum as part of the learning walk.
- The inspector observed an activity and reflected on the impact on children's learning with the childminder.
- The inspector observed and spoke with the children at regular times during the inspection.
- The inspector spoke with the childminder about her provision and reviewed relevant documents, including the suitability of those connected to the household.
- The inspector took account of parents' views of the setting.

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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