

Childminder report

Inspection date: 7 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

Children build close attachments with the calm and nurturing childminder. They are happy and clearly feel safe and secure in her care. Children are confident and curious learners, who are eager to play and motivated to learn. They are developing early social skills. Children sit alongside each other and build towers with magnetic shapes. They use the vocabulary of size to describe the tower they have built. For example, children use words such as 'big' and 'tall'.

Children are independent from a young age. At snack time, they help the childminder to prepare fruit. Children show good levels of control as they use safety knives to cut strawberries and banana. They persist even when they find it difficult. The childminder demonstrates how to move the knife backwards and forwards. Children respond well to the childminder's praise and encouragement.

Children thoroughly enjoy the time they spend outside in the childminder's garden. They develop strength and coordination, as they pour water from one container to another. Children transport water from a bucket and carefully pour it into connected guttering. They create a water shoot and watch flower heads flow down and land in the pool of water at the end. Children are eager to test their ideas. They quickly work out that the water only flows downwards.

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

- The childminder successfully helps children to build on their past learning experiences. Children proudly tell visitors about their experiences of observing the life cycle of a butterfly. They continue to display an interest in insects and enthusiastically search under logs for them. Children carefully collect earwigs. They use a magnifying glass to take a closer look. The childminder teaches children the importance of respecting nature. She explains that they must put them back when they have finished so they can return to their home.
- Overall, the childminder supports children's early communication skills well. She engages them in meaningful discussions throughout the day. The childminder encourages children to repeat key words and phrases at story time. However, on occasions children do not always hear the correct pronunciation of words as the childminder uses abbreviations, such as 'jamas' instead of 'pyjamas'.
- Following the settling-in period, the childminder observes children's play and uses this information to create a baseline assessment of their learning and development. Although the childminder seeks some information from parents, she is yet to request enough information about children's prior achievements at home to help her to effectively monitor their progress from the start.
- Children have various opportunities to learn about their local community. They attend the weekly toddler group which the childminder leads. Children learn

social skills as they mix with children that are not familiar to them. The childminder takes children on regular outings to increase their experiences and develop their awareness of the wider world. For example, she recently took children to the theatre to watch a production of one of their favourite stories.

- The childminder skilfully supports children's awareness of feelings and emotions. When they struggle to regulate their feelings, the childminder acknowledges this and supports them. For example, when a child's tower is accidentally knocked down, the childminder explains that she can see that this has made them feel sad. Together, they resolve the situation and happily rebuild the tower.
- Children are familiar with daily routines and settle for a sleep after their lunch. They sleep on mats in separate rooms so they can rest in a space, undisturbed by their peers. The childminder uses monitors to observe children as they sleep. This helps to ensure they are safe and well. However, the childminder is yet to fully consider the organisation of rooms used for sleeping children to promote an even more calm and relaxing environment for children to rest in.
- The childminder has systems in place to reflect on the service she provides. She sends out questionnaires to parents on a regular basis to seek their feedback on areas of her practice. Parent feedback is positive. They feel informed about their children's care, development and activities. Parents state they are 'very lucky to have found somebody so brilliant' to look after their child.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training to maintain her knowledge of safeguarding practice. She recognises the signs of abuse and knows the procedures to follow should she need to report a concern about children's welfare. The childminder understands the appropriate ways to handle complaints and allegations. She is aware of when to make notifications to external agencies. The childminder completes visual safety checks of her home to manage children's safety. She gathers information about children's health and dietary requirements, and puts individual care plans in place to reduce the risk of allergic reactions.

What does the setting need to do to improve?

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

- consistently model the correct pronunciation of words, to better support children's developing speech and communication skills
- gather further information about children's prior achievements from home, to inform initial assessments and allow the childminder to better monitor children's progress from the start of attendance
- review the organisation of rooms used for sleeping children, to promote an even more calm and relaxing environment for children to rest.

Setting details

Unique reference number	2639253
Local authority	Wiltshire
Inspection number	10291726
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Cricklade, Wiltshire. She provides care for children between the hours of 7.30am and 5.30pm, Monday to Thursday. On Fridays, the childminder offers wraparound care only. The childminder is a qualified teacher. She provides funded early education for children aged two and three years.

Information about this inspection

Inspector
Holly Smith

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of parent views, reviewing feedback from a recent questionnaire.

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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