

Childminder report

Inspection date: 17 April 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children eagerly enter the childminder's house, where the childminder warmly greets them. They independently take their shoes off and place them in the basket, excitably recognising the shoes of some of their friends who have already arrived. Keen to get to the play room to join their friends, they quickly say goodbye to parents and hurriedly run upstairs. The enthusiastic childminder assistant welcomes children into the playroom and greets them by name and helps them to quickly become involved in play. The childminding team know the children very well. They provide toys and activities that they know the children enjoy, and that support children's learning. For example, children learn about numbers as they count the bananas when cooking, and match numbers in the sensory play. The children enjoy learning and are making good progress.

Children behave extremely well. The childminder and her assistant are excellent role models. They use calm and gentle voices when talking to the children and to each other. When children cough, they remind them to cover their mouths by saying their name and miming covering their mouth, which children copy. The environment is very calm, and everyone is very kind and respectful to each other.

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

- The childminder is ambitious and reflective, evaluating her setting to ensure she is meeting the needs of the children in her care. She attends, and ensures her assistant attends, regular training. She links with the local authority advisor to ensure she keeps up-to-date with current early years practice.
- The childminding team have positive, open relationships with parents. They share what children have been doing during the day and work together to develop new skills and milestones. For example, the childminder works with parents to toilet train children, sharing tips and ideas, to ensure children have consistency in learning their new skills.
- The childminder knows the children's learning needs very well. She regularly observes children to ensure they are developing well, and plans next steps in their learning to help them to progress further. She has systems in place to identify where children may need additional support, and links with parents and outside professionals. For example, she shares ideas of activities parents can do at home to support children who are still developing their language skills.
- The childminder encourages children of all ages to be independent and to start to manage their own needs. For example, when getting ready to go outside, children find their shoes and coats and put them on. The childminder gently encourages them and helps those that need it. Older children are caring and notice when younger children need help. For example, when younger children cannot find their shoes, they take them to the basket and get them for them,

making younger children smile.

- The childminder tunes into the children, noticing their attempts to communicate. For example, when outside young children hand the childminder chalk and say 'b'. Children become very excited as their ideas come to life, and the childminder draws their favourite cartoon dog.
- The childminder has designed a curriculum that meets the needs of each child. Occasionally some activities are not challenging enough for older children or too challenging for younger children. For example, when baking, all children love measuring and mixing the ingredients. However, young children become restless waiting for their turn and do not understand some of the questions that are asked within the activity.
- Throughout the day children have many opportunities to develop their communication and language skills. The childminding team read children's favourite stories from the collection of books, talk with the children about what they are doing and introduce the children to new vocabulary.
- The childminding team encourage children to push themselves, try out new skills, and take risks. For example, when playing in the park, some children climb up poles and ladders onto equipment, smiling when they succeed.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the delivery of the curriculum during group activities so that all children's abilities are considered and planned for.

Setting details

Unique reference number	2645134
Local authority	Wiltshire
Inspection number	10333098
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 11
Total number of places	12
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2021. She works with her assistant in Corsham, Wiltshire. She operates between 7.30am to 6pm Monday to Thursday and 7.30am to 4.30pm Friday, all year round.

Information about this inspection

Inspector

Joanne Neenan

Inspection activities

- This was the first routine inspection the provider 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 the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- 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 spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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