

Childminder report

Inspection date: 27 November 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 creates a comprehensive curriculum that aims to provide the long-term developmental needs of every child that she cares for. She integrates tasks and activities so that children regularly practise the necessary skills to make progress. The childminder has organised children's items with labels which encourage them to use their emerging reading skills throughout the day to select their own things and resources.

Children become absorbed in their learning. They participate in story time while on woodland walks. Children look for owls and have fun making 'hoot-hoot' sound effects as they retell, 'The Gruffalo'. They are inquisitive and investigate the properties of different materials. They notice the differences in colour as they look through contrasting fabrics. Children become fascinated by the changes in sounds around them as they hold metal cups over their ears. The childminder draws their attention to the changes that they observe so that children begin to acquire the language to understand what they are detecting.

The childminder is attentive to children's emotional needs. She responds warmly to unsettled children and quickly reassures them, enabling them to re-engage in activities. Children behave well and take turns as they play with one another.

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

- The childminder is knowledgeable of the individual needs of each child and develops a curriculum aimed at preparing them for future learning. She gives priority importance to key skills such as teaching them how to read, by introducing them to keywords, including their own name, and helping them acquire the necessary early skills to write. The childminder also pays attention to fostering social skills by planning activities that encourage children to take turns and share games.
- The childminder identifies the learning goals that children need to achieve to make progress. The childminder ensures that all children can easily access curriculum activities and makes sure they are suitable for children of different ages. For instance, she places writing resources on low tables so that they are easily within reach, and motivates younger children to draw while helping the older ones to start writing words.
- The childminder uses children's interest in the Gruffalo to create their own pictures using different shapes. She introduces children to early mathematical language as they select shapes to create their own pictures. Children name shapes and describe how they are going to use them in their creations. The childminder considers how learning activities can support other areas of children's development and provides small shapes to help children practise their

fine motor control and give them challenges to concentrate on.

- The childminder provides children with a good speech and language model. She speaks clearly and describes to children what they are doing to help children hear and learn new vocabulary that is relevant to their playing. The childminder promotes children's love of books. She designs tasks that enable children to become immersed in stories. Children select books for the childminder to read. However, sometimes, the childminder does not initiate conversations with children during social parts of the day, such as snack time, meaning some children do not build the confidence they need to talk to each other more.
- The childminder provides children with lots of exercise. Children go for walks in the woods. Younger children practise balancing and walking across the uneven, bumpy ground, while older children develop their gross motor skills as they climb on tree stumps. The childminder provides snacks for children. However, she doesn't explain which foods are good for their bodies to help children understand how to make healthy food choices.
- The childminder has developed effective partnerships with parents. She regularly provides parents with feedback on their child's progress and updates them on key information about their day. The childminder also provides termly reports detailing children's emotional well-being, developmental successes, and shares specific next steps that children are working towards to support their ongoing progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable and alert to the signs that a child might be at risk of harm. She knows who to report to if she has concerns about a child or an adult. The childminder follows policies and procedures to make sure that children play and learn in a safe and secure environment. Children learn road safety when they walk to the woods and respond to the childminder's instructions when they go on trips. The childminder attends regular training and evaluates her practice for continual improvements.

What does the setting need to do to improve?

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

- develop children's conversational language, particularly during snack time, so that they develop the confidence to talk with their peers
- promote healthy choices about foods and drinks so that children can begin to develop healthy habits.

Setting details

Unique reference number	2650946
Local authority	Wiltshire
Inspection number	10305103
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	0 to 9
Total number of places	3
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives near Tidworth, Wiltshire. She provides childcare from Monday to Friday, 8am to 5pm. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Jonathan Payne

Inspection activities

- This is 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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to 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 observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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