

Childminder report

Inspection date: 26 March 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

The childminder provides a welcoming, homely environment where children feel happy, safe and secure. She places a strong focus on building their social and emotional skills as the foundation for their learning. Young children move around confidently and make choices about what to do. For example, they decide to play with the play kitchen and enjoy making dinner. The childminder boosts children's self-esteem, praising them for using good manners and for being gentle towards the youngest child.

The childminder ensures that children follow healthy lifestyles. She provides a variety of fruit for snack and reminds children to have regular drinks of water. Children learn to wash and dry their hands. They go out daily for exercise and fresh air. The childminder places a strong emphasis on children learning about risk. For example, she explains why they need to take care when climbing up the steps of the slide and how to use the indoor climbing frame safely. The childminder supports children's independence well. She encourages them to help tidy the toys and put on their own shoes. Children are learning the skills needed to prepare for their next stage of learning

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

- The childminder is passionate about the care she provides. She continuously reviews her work and implements improvements. She knows the children well and ensures that the toys and resources reflect their current interests and needs. The childminder completes training. For example, she is currently studying an early years professional programme, She uses new ideas that impact on the children's development and narrow any gaps in learning.
- The childminder builds positive relationships with parents. She provides them with regular updates about their child's development and next steps for learning. Parents' written comments express that they are happy with the provision, and they value the safe and happy environment that the childminder provides.
- Children develop a good understanding of their community. The childminder provides regular opportunities in the curriculum that children might not have otherwise. For instance, children go on outings to the local library, soft play, and local farms with her. Children delight in visits to the local toddler groups where they learn to socialise and make new friends. The childminder plans exciting programmes which cover different cultures and countries, to help children understand about differences and similarities and the wider world.
- The childminder supports children's physical development inside and outside. She encourages children to use their fine motor skills and develop their small muscles through manipulating small resources, such as, squeezing a pipette to move the water from one container to another in the water tray. The childminder

recognises when children need support to build confidence in their physical skills, such as climbing and riding bicycles. She ensures that she plans a range of learning experiences into children's day, so they are constantly building on these skills.

- The childminder supports children with how to regulate their emotions. She does this through showing children empathy and creating a nurturing environment. The childminder is always close by to support children in their play. She helps children learn how to take responsibility for their own behaviour. This helps to encourage children to be considerate of their friends and show compassion. Children behave well.
- The childminder follows children's interests well. She makes good use of mathematical language, such as, big, small, full, and empty. However, occasionally, she misses opportunities to include numbers and counting during play.
- The childminder has a clear curriculum intent in place. She plans learning experiences that incorporate the seven areas of learning and development. The childminder considers how she can sequence her curriculum to support children to build on what they already know and can do and make consistently good levels of progress in their learning. However, some adult-led learning experiences are too complicated for the children's stage of development, which means she does not achieve the learning intention as children lose interest in the activity.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- help children to build on their knowledge of numbers and counting
- simplify adult-led activities to clearly focus on the learning intention, to enable children to fully engage in their learning and concentrate for longer.

Setting details

Unique reference number	2657776
Local authority	Wiltshire
Inspection number	10333028
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 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in November 2021. She lives in Bulford, Wiltshire. She provides care Tuesday to Thursday, from 8am to 5pm. She receives funding to provide free early education for children aged two, three- and four-years-old. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector

Tracey Cook

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- Parents shared their written views of the setting with the inspector.
- The inspector viewed key documents, such as suitability information for the childminder and her training certificates.

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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