

Childminder report

Inspection date: 8 July 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 and her assistant are enthusiastic, warm and caring. Children show they are very happy in their care, as they quickly settle and become involved in the days activities. They play with and alongside each other well, across the different age groups. Children are kind and caring. Older children support the younger ones with their hand to eye coordination, such as showing them how to use tweezers as they sort the coloured pretend fruit. Their behaviour is excellent. Any minor disagreements are quickly sorted by the caring adults. For example, when young children argue over a toy, adults get down to their level and model how to use their kind words, supporting them to find a solution.

The childminder knows the children very well. She plans activities based on children's interests to help them learn. For example, she uses their interests in insects to plan a 'bug hunt' to encourage children's observation and mark making skills. As children search for insects, they record them as they are found. Children suggest using magnifying glasses to help them, and she praises their good ideas. All children are making progressing well in their learning and development.

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

- The childminder has strong leadership and management skills. She keeps her knowledge updated with current early years practice, such as through online training, links with the local authority and other childminders in the area. The childminder supports her assistant well. She provides regular supervision meetings to support their continuing professional development and ensures their workload is manageable.
- Overall, the childminder and her assistant support children's communication and language skills well. They take time to understand what the children are trying to say and introduce new vocabulary. For example, when children say they want the 'magnifying glass with two holes', adults work out that they want the binoculars. They then encourage children to say 'binoculars.' Adults get down to children's level and talk to them about their play. However, at times, they ask children questions to test children's knowledge, that only require a one word answer, rather than questions to extend their thinking.
- Children have many opportunities to develop a love of books and reading. Books are readily available in the setting and children independently look through them, and adults regularly read to them. Adults make story times exciting. All children listen and join in, developing their focus and concentration skills well. For example, when reading a story about a caterpillar, children take turns 'feeding' the caterpillar as they read out the foods in the book.
- The childminder has formed good partnerships with parents. She keeps parents

informed of their children's progress, and how they can support their children's development at home. She shares information with them from the start, such as the importance of providing healthy lunches and drinks for their children. Parents say they love the 'home from home' feel, and that their children thrive in the childminders care.

- The childminder knows the children very well and plans for their learning, based on their interests and needs. However, she does not always plan to make the activities more challenging for older children, to support them to make even more progress.
- The childminder and her assistant help children develop their independence skills. Even the youngest children find their wellies themselves, and put them on before going outside. Children have good hygiene routines and are independent in self-care. They wash their hands before eating, and after blowing their nose. They use individual towels to dry their hands, and know how to operate the automatic bin by waving their hands in front of the sensor so that it opens.
- There are regular opportunities for children to explore their local community, such as outings to the shops, parks and school. Adults teach children how to keep themselves safe. Children know to hold onto the buggy, or stay in the buggy, and listen to the adults instructions when out in the community.

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:

- improve questioning techniques to help children expand their thinking and language skills more effectively
- plan the curriculum to ensure there is enough challenge for all children, to help them all make the best possible progress.

Setting details

Unique reference number	2673458
Local authority	Wiltshire
Inspection number	10350599
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 7
Total number of places	12
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in March 2022. She lives in Royal Wootton Bassett, Wiltshire. The childminder works with an assistant, and cares for children Monday to Friday, from 8am to 5.30pm, all year round. She provides funded early education for two-, three- and four-year-old children.

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 provided the inspector with a sample of key documentation on request.
- The childminder spoke to the inspector about children's learning and development.
- Parents shared their views of the setting with the inspector.
- 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 carried out joint observations of group activities with the childminder.

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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