

Childminder report

Inspection date: 18 September 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 love to explore, be active and succeed at the childminder's inviting and stimulating setting. The childminder provides a curriculum that sparks children's natural curiosity. Children happily play outdoors and choose from a range of appealing activities in the garden. For example, the childminder sets out bottles with different coloured water inside. Children swiftly spot them and ask her to undo the lids so they can investigate further. They pour, observe and pour again, carefully watching the bowl fill up. Children extend their own play as they find mini toy ducks. They squeal with delight as they watch these bob up and down in the coloured water. Children from a young age are keen and confident learners.

Children are extremely well behaved. They enjoy meeting the childminder's high expectations. Children react well to the childminder's praise for doing the right thing, such as when they decide to share their toys with friends. The childminder builds strong and affectionate bonds with children, which helps them feel safe and well cared for. The childminder is quick to offer reassurance, encouragement and admiration as children play. Children demonstrate increasing independence when managing their self-care needs. This is evident when they persevere at taking off their outdoor clothes and wellington boots when they come in from outside.

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

- The childminder shows a genuine enjoyment of her role. She works tirelessly to maintain a high quality of education and care for children. The childminder constantly seeks out new knowledge to keep herself updated. In addition, she researches online for creative ideas to raise children's curiosity even more. The childminder's curriculum and positive interactions with children help to ensure all children make good progress.
- The childminder skilfully brings stories to life for children. For instance, children recall past learning experiences during a trip to the woods. The youngest ones call out the word 'bear' and the childminder instantly knows what they mean. She recites various events from a story about a bear hunt and encourages children to join in with her actions, such as when they pretend to 'squelch' in mud. In this way, children's vocabulary increases, and they begin to understand the language patterns in the story.
- Outdoor learning is a key strength of this setting. Children develop a broad range of skills that cover different areas of the curriculum. For example, the childminder takes children daily to the nearby woods. She reminds them to follow road safety procedures when crossing the road with her. On entering the woods, children carefully walk on uneven ground and try hard to balance on logs, showing impressive core strength and control. They handle and collect a variety of natural objects, such as leaves and sticks. The childminder makes it

fun when she makes eye holes in the leaves for a mask. These real-life experiences support children's awareness of the world around them, as well as helping them learn how to stay safe and keep fit.

- To help support children to count correctly, the childminder places a focus on modelling how to count various objects throughout the day. However, she does not always consider age-appropriate opportunities to promote children's learning in the other areas of mathematics, such as space, measure and shape.
- Children show incredible focus when they engage in activities of interest such as water play. They are committed to watering the childminder's plants, understanding that the flowers need a 'drink' to bloom. Children love to experiment and observe change, such as looking at what happens when water of different colours mix. However, at times they are not able to follow their ideas through to the end. This is particularly evident when they face a problem. On these occasions, the childminder is sometimes too quick to intervene and does not always give them the option to think through and solve the minor difficulty themselves.
- The childminder assesses children's learning on an ongoing basis and observes children at play to determine what they need to learn next. She plans activities based on their interests and special events in the annual calendar, such as 'turtle day'. Children remember their efforts to free a toy turtle in ice. The childminder carefully plans learning to build on what children already know and can do.
- The childminder forms trusted relationships with parents. She provides them with access to a range of information about their children's education and care. This includes the activities the childminder offers, the ongoing progress children make and her policies and procedures. This helps parents to fully understand the childminder's curriculum and what she wants children to learn next. Parents replicate some of the activities the childminder shares with them at home, which supports children's continual learning and development.

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:

- enhance the curriculum for mathematics to strengthen children's understanding of a broad range of early mathematical concepts
- extend opportunities for children to apply their own thinking, test out their ideas and solve problems they encounter.

Setting details

Unique reference number	2680936
Local authority	Wiltshire
Inspection number	10355118
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 1
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Larkhill, Wiltshire. The childminder offers care Monday to Friday, 8am to 5pm, all year round. She is eligible to receive funding to provide free early education for children aged from nine months up to four years. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The childminder showed the inspector around the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development and the curriculum offered.
- 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 and childminder carried out a joint observation of a group activity.
- 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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