

Childminder report

Inspection date: 13 April 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 provides a safe and welcoming environment for children. Children arrive happy and are keen to go in to play with their friends. Children form strong attachments with the childminder, her co-childminder and their assistant. Children involve them in their games, and cuddle into them for comfort. Children are confident and keen to explore the interesting and exciting activities that the childminder provides for them. For instance, they enjoy choosing seeds to plant in the garden and they eagerly join in with planting and watering them.

The childminder provides a curriculum that focuses on children's interests and the childminder's knowledge of what the children need to learn next. Children learn to be independent, they have opportunities to make their own choices and decisions, and demonstrate confidence doing tasks themselves. For instance, older children eagerly show how they can put their coats on and zip them up by themselves. Younger children explore the resources confidently and the childminder supports them to be independent at mealtimes. Children have a good understanding of their daily routines and all children behave well. They listen carefully to instructions and learn to follow the boundaries in place.

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

- Children have lots of opportunities to learn about their community and explore their local environment. They excitedly talk about their outings to the local care home, and they talk positively about the elderly people that they meet and get to play with. Children enjoy trips to the local parks and enjoy walking in to town to feed the ducks.
- Partnerships with parents are strong. The childminder and her co-childminder provide parents with opportunities to be involved in their children's learning. They share information with parents so that they are informed about their children's progress. Parents say that their children have a lot of support and really enjoy their time with the childminder.
- The childminder knows the children very well. She works closely with her co-childminder and the children's families to learn about children's interests and development. The childminder knows what children need to learn next and she supports their learning well. However, at times, the activities that she provides are not well organised to help children to understand and to sequence their learning. However, children still enjoy taking part.
- The childminder supports children to learn to keep themselves safe. She sets clear rules and routines so that children learn to identify risks and keep themselves safe. When children are out on walks, they confidently look and listen for cars and they talk about crossing the road safely. Children know that they must hold hands and stay close to the childminder when they go to feed

the ducks.

- The childminder promotes children's language development well. She acts as a good role model supporting children and encouraging them to use and develop their language and communication skills. Children confidently share stories and talk about their surroundings with the childminder. They show confidence in asking questions and enjoy learning about their surroundings. For instance, children talk about the road signs that they see and talk about what they mean.
- The childminder works closely with the her co-childminder, they reflect on children's engagement in activities and they plan and provide children with resources that interest them. They interact with children well and support children's curiosity. However, they do not ensure that their assistant receives effective support, to raise her understanding of how to promote children's learning further.
- The childminder supports children's interests in letters and the sounds that represent them. Children eagerly listen to what sound their names start with, and they compare the sounds with their friend's names. This supports children with their early literacy development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She has secure knowledge of how to identify when a child might be at risk from harm. The childminder understands how to manage allegations against herself, her co-childminder or her assistant. She ensures that her assistant understands how to identify and act on any concerns that they may have about children's welfare. The childminder and her assistant supervise children well, including on outings in the community. She conducts regular risk assessments to ensure the environment is safe and secure for children.

What does the setting need to do to improve?

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

- plan activities more precisely to build on children's knowledge and skills further
- provide more support for assistants to raise their understanding of how children learn.

Setting details

Unique reference number	2690175
Local authority	Wiltshire
Inspection number	10260210
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	4
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and operates from her co-childminder's premises in Calne, Wiltshire. The childminder also works with an assistant. She provides care daily from 9am until 3pm, throughout the year. The childminder provides funded early education for two-, three- and four- year-old children.

Information about this inspection

Inspector

Victoria Nicolson

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 she and her co-childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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 an activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to a parent and children and reviewed written feedback from other parents.

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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