

Childminder report

Inspection date: 7 February 2025

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 are happy and settled with the childminder. They form strong bonds with her and feel safe in her care. The childminder is keen to help children achieve. She provides a balanced curriculum that gives priority to children's personal, social and emotional development and supports them to make good progress overall. Children behave very well. They are keen to help the childminder, such as by tidying away their toys. She encourages them to share nicely with their friends and to take turns in games.

Children develop good imaginations through the activities provided. For example, they like to dress up as Snow White, a princess with 'clippy clop' shoes or a roaring dinosaur. Children kindly find each other dressing up clothes to wear, such as a pink tutu skirt or a floppy hat. Children gain a good understanding of keeping safe and develop their independence skills well. They pour their own drinks and carefully use a safety knife to chop up their fruit, such as bananas at snack time. They know they need to cut up their grapes into pieces so these are easier to eat.

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

- The childminder continues to develop her knowledge and skills and make improvements to her practice. For example, she has raised her awareness of ways to plan for children's differing stages of development through their play. She is also completing a further level of first-aid training to help keep children safe.
- Children gain a good awareness of keeping fit and healthy. They have fun using up their energy, such as when visiting a nearby field with the childminder and playing football together there. They like making fruit kebabs, and they talk about the 'rainbow coloured' fruit they eat that helps them grow strong. Children learn about the importance of brushing their teeth and know they need to wash their hands to help get rid of germs.
- The childminder supports children's awareness and interest in the world very well. For example, they like going on a bus with her to a nearby town to visit the Christmas markets and see the entertainers there. They talk about their visit to a zoo, remembering that the elephants were grey and that the giraffes had very long legs and were playing with a football.
- The childminder gets to know the children well. She monitors their achievements and identifies what they can do and what they need to do next. This helps her provide a broad curriculum. However, at times, she does not always build on children's existing knowledge to provide the challenges that will support their next steps of development consistently well, for example, to extend children's recall of what happens next during story times or to build on their interest of linking sounds and letters. Nevertheless, children listen well to the stories the

childminder reads and eagerly join in with the sounds and actions of a favourite monster story.

- Children benefit from the praise and encouragement the childminder frequently gives them, and they interact happily together. The childminder encourages children to be kind to others and think about their feelings.
- Children are keen to draw and make marks and concentrate hard when doing so. The childminder guides how they hold pens as they draw. However, she has not fully considered other ways to help children strengthen their arm muscles to help them gain more control with their early mark-making skills.
- Parents are very complimentary about the childminder. They comment that their children love going to see her and that they have made amazing progress in her care. Parents say the childminder keeps them well informed about their children's activities and achievements.
- The childminder supports children's communication and language skills effectively. She encourages them to sing their favourite nursery rhymes, and they enjoy counting with her. Children excitedly join in counting down 'five, four, three, two, one' as they sing about a rocket going up into space.
- The childminder recognises children's individuality and their family lives. She talks with them about the celebrations and events they have with their families and plans related activities. This helps children develop good self-esteem, learn about similarities and differences in their lives and feel valued in her care.

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:

- strengthen the focus given to children's next steps of development during activities to help them make the best possible progress in their learning consistently well
- provide more opportunities for children to develop all aspects of their physical abilities, such as their larger arm muscles, to support their early writing skills more effectively.

Setting details

Unique reference number	2703233
Local authority	Wiltshire
Inspection number	10372431
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	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Tidworth, Wiltshire. The childminder is available to provide care for children from 8am to 5pm, Monday to Friday, all year round. She holds an early years qualification at level 2. The childminder provides government funded childcare.

Information about this inspection

Inspector
Mary Daniel

Inspection activities

- The inspector and the childminder completed a joint observation of an activity and discussed the quality of education provided.
- The inspector viewed a sample of documentation, such as the childminder's first-aid certificate and safeguarding records.
- The inspector observed the children's interactions in play indoors and discussed their learning and development.
- The inspector took into account the written and spoken comments from 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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