

Childminder report

Inspection date: 15 February 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 young children in her care with a nurturing, home-from-home environment to play and learn. They are safe and secure in her home. Young children have formed good bonds with the childminder. They seek her out to share their experiences and enjoy cuddles with her.

New children settle very well into their environment. The childminder works closely with parents to find out about children before they start with her. She uses this information to tailor the daily routine and curriculum activities to meet the children's needs. Children are confident to explore and make independent choices from a very young age.

Children display very good behaviour. Young children cooperatively play alongside each other. They begin to build meaningful relationships, when they make 'tea' for each other at the play kitchen. The childminder supports and praises their interactions.

The childminder has attended many training courses to enhance her knowledge. She works closely with other local childminders to share good practice and ideas. Children benefit from a high-quality learning environment. For example, when young children build towers with wooden blocks the childminder introduces them to mathematical language, such as 'cylinder', and asks, 'how high will it go?'.

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

- The childminder promotes children's language and communication throughout all daily activities. She provides children with a consistent narrative for their play. When children use non-verbal cues, she responds engaging them in early conversations. When children make 'soup', the childminder asks, 'what ingredients shall we use?'. Children become confident communicators from a young age.
- The childminder teaches children the importance of hygiene routines. Young children wash their hands before mealtimes. The childminder asks 'shall we change your nappy?' and while changing them the childminder talks to them about what she is doing and the importance of being clean. The childminder washes her hands regularly to model the importance of hygiene. Young children eat while seated in highchairs and drink water from their own cups. Young children begin to learn the importance of hygiene routines.
- Young children are curious and keen to engage in play and learning. They excitedly play with the cars and garage. They smile and giggle as the cars go down the ramp. They look to the childminder and say 'round and round' when the cars spin on the track. She responds enthusiastically. Young children are

confident in their learning.

- Young children have access to a wide range of resources and independently make choices about what to play with. When they finish with one activity, they confidently seek the next one. However, young children are not encouraged to tidy away their toys before moving on. Therefore, at times, the environment can become cluttered and new toys can become lost with the previous activity. Young children do not always learn the importance of keeping their environment tidy.
- The childminder has good partnerships with parents. They enter her home when they drop off and collect their children. The childminder values the importance of the parents getting to know where their children play and the other children they are with. She communicates with parents verbally and via text message throughout the day to share pictures of their children playing. The childminder is aware that the children she minds have never been away from their parents before. She is mindful of this when supporting families. She builds good relationships with parents and their children, to ensure that they feel well supported and confident to leave their children in her care.
- The childminder integrates children into their local community. They meet with local childminders for play dates so children can socialise with others. They visit local parks and go on walks to feed the ducks. Children learn about the world around them and how to be safe when out and about.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to help keep children safe. She can recognise the signs and symptoms that may be indicators that a child is at risk. The childminder is aware of who to contact should she need support from outside agencies regarding a child's welfare and is confident to contact these. She has up-to-date contact details for these agencies. She has risk assessments in place to ensure her home is a safe and secure environment for children to play and learn.

What does the setting need to do to improve?

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

- support children to take responsibility for the toys and their environment by encouraging them to tidy up when they finish playing.

Setting details

Unique reference number	2708767
Local authority	Wiltshire
Inspection number	10278062
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 1
Total number of places	6
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 Westbury, Wiltshire. She is available to care for children Monday to Friday, from 8am until 6pm, all year round. The applicant is also registered as a foster carer.

Information about this inspection

Inspector

Sarah-Louise Clements

Inspection activities

- This was the first inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment following information we received about the provider.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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