

Childminder report

Inspection date: 17 October 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 provides a warm and caring environment. She interacts in a calm, positive, and nurturing manner to help children feel welcome and safe in her home. Children who are new to the setting settle very quickly and readily engage in play of their own choosing. Children form close bonds with the childminder and show they are confident and happy in her care. They smile and giggle when the childminder pretends to chase and tickle them. These strong relationships help to build children's confidence and encourages them to try new experiences.

The childminder has high expectations for children's learning and behaviour. She models gentle and considerate behaviour during her interactions with them. For example, she sensitively reminds babies how to play with her cat. Children listen and show care as they gently stroke and talk to the cat. The childminder knows what she wants the children to learn. She plans the environment and activities using her knowledge of each child's interests and stage of development. This encourages children to show an interest in their learning and helps them make good progress from their starting points. For instance, babies repeatedly bring books to the childminder for her to read. The childminder reads with fun and enthusiasm. She skilfully pauses and asks questions to check children's understanding and names animals and vehicles as babies eagerly point to the pictures. Children confidently copy the new vocabulary the childminder introduces. They say 'pumpkin' and 'spider' as they share a Halloween book with the childminder. This supports children's language and communication and early literacy development.

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

- The childminder values each child's uniqueness. All children have an 'All about me' poster with personalised information and photos of themselves. She uses these to help children develop a strong sense of self and to give them a feeling of belonging.
- The childminder engages and interacts with children in a calm and caring way. She continually offers reassurance and cuddles. Children demonstrate they feel safe and secure. They regularly go to her to involve her in their play and show her what they're doing. The childminder uses these spontaneous moments to develop children's communication and mathematical skills. For example, babies show her the dolls they are playing with. The childminder embraces this as a learning opportunity. Together the children and the childminder count the doll's toes, and point and name the doll's eyes, nose, and mouth.
- The childminder focusses her curriculum on supporting children's communication and language, personal social and emotional skills, and their physical development. She plans her environment and activities to give children

opportunities to gain the knowledge and skills they need and to practice and embed these key areas of the curriculum. For instance, children engage in songs and rhymes, stories, and visits to the park to play on the equipment as part of their daily routine. This gives children the strong foundation they need for the future.

- Relationships with parents are good. Parents who are new to the childminder talk about how understanding and flexible the childminder is. They comment on how quickly children settle and how much they learn in a short amount of time. The childminder frequently shares information and photos with parents about what children are doing and what they are learning. However, she does not regularly gather detailed information from parents about children's interests and learning at home to support her planning to fully extend children's learning.
- The childminder uses positive and encouraging language such as 'you can do it' and 'you try first and then I'll help you.' This helps build children's independence and resilience. For instance, babies persevere to put their own socks on and pull themselves up from the floor. They show they are proud when they succeed.
- The childminder has established strong links with other professionals and childminders. She works with local childminders to provide opportunities for children to play with others in different environments to fully develop their social skills. However, she has not made relationships with other providers, to fully support children's continuity of learning and transitions when they attend more than one setting and when they move on to school.
- The childminder regularly engages in training and reflects on her practice. She is keen to continually improve, to ensure she provides children with quality care and challenging and motivating learning experiences. She used the knowledge gained from recent training to enhance her outdoor space and make it safe and inviting for babies, and improved the design of her role play area to fully spark children's imagination and creativity.

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:

- gather more detailed information from parents about children's interests and learning at home to further enhance their development
- build links with schools and other providers of settings children attend, to fully support children's transitions and continuity of learning.

Setting details

Unique reference number	2730090
Local authority	Wiltshire
Inspection number	10369780
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 2
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Tidworth in Wiltshire. She operates term time only Monday to Friday 8am to 5pm. The setting offers government funded places.

Information about this inspection

Inspector

Mikaela Jauncey

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants children to learn.
- The inspector held discussions with the childminder throughout the inspection and discussed how the curriculum is planned and implemented and how children's progress is monitored.
- The inspector looked at written feedback from parents.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Children engaged 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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