

Childminder report

Inspection date: 2 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 thrive in the care of the friendly, enthusiastic childminder. They arrive happily to a warm welcome from the childminder. They are familiar with the daily routines and are keen to participate in the activities that the childminder carefully plans to promote their learning. The childminder has an excellent knowledge of each child's needs and stages of development. She provides sensitive support that helps children to feel safe, secure and motivated to learn. All children make good progress in their learning from their individual starting points.

Children attain confident communication skills with help from the childminder. The childminder instinctively models the use of language well and introduces new vocabulary while she provides a narrative of what children are doing.

Children gain understanding of the natural world. The childminder makes good use of local green spaces to enable children to enjoy fresh air and exercise, and to explore. For example, children run at speed up and down grassy banks, collect sticks to make a den, and show fascination as they observe woodlice they spot in the bark of a tree. Children enjoy gardening activities. For example, they learn to plant, water and harvest strawberries.

Children learn to play cooperatively and are well behaved. They learn good manners, learn to share, take turns and follow instructions. The childminder fosters children's self-esteem very well and encourages children to take pride in their achievements. The childminder shows genuine pride and excitement when children achieve. For example, when children say a new word and follow road safety instructions.

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

- The childminder shows a strong drive for improvement. She has completed several training courses since becoming a newly registered childminder and has identified training she wishes to complete to develop practice further. The childminder uses what she learns to enhance children's learning experiences, for example, to support their speech and language development.
- The childminder has a good oversight of the effectiveness of the curriculum. She works closely with parents to assess children's progress and identify gaps in their learning. She plans activities and experiences to build on children's interests and what they know and can do. She reflects upon the success of planned activities and adapts activities to extend children's learning.
- Partnerships with parents are very strong. Parents give high praise for the support they and their children receive from the childminder. They feel extremely well informed about their children's learning and appreciate the regular

photographs of their children at play, use of daily diaries detailing nappy changes, food eaten, sleep and activities. They contribute to the learning journals the childminder shares. The childminder provides useful information for parents in preparation for children's move on to school and gives them books and activities to extend children's learning at home.

- Children receive good support to gain independence from a young age. The childminder encourages the children to put on and take off their shoes, wellies and waterproof clothing before and after outdoor play. Children learn to wash their hands and help to tidy away resources and willingly put food waste in the bin after meals.
- The childminder's planned curriculum incorporates plenty of opportunities for children to enjoy songs and rhymes. For example, children dance, twirl scarves and use musical instruments to accompany the songs the childminder sings.
- Children imitate everyday actions and family events in their pretend play as they use easily accessible resources in the inviting playroom. For example, they make cups of tea and ice creams for visitors and take baby dolls for 'walks' and 'picnics'. They talk with the childminder about their families. However, the childminder does not create many opportunities for children to learn about different cultures.
- The childminder instinctively promotes children's mathematical development. She encourages children to count from a young age. She models counting and asks how many items children can see. She talks about the shapes of objects. For example, during a walk, the childminder encourages children to recognise rectangles, circles, squares and triangles within the environment. Children also spot familiar letters, such as 'O', and know that their friend's name starts with this letter.
- Children love to look at books. For example, they snuggle into the childminder to share chosen story books. Children look closely at the illustrations and often know what happens next in favourite stories.

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:

- create more opportunities for children to gain an understanding of and respect for people, families and communities beyond their own.

Setting details

Unique reference number	2758733
Local authority	Wiltshire
Inspection number	10349407
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 3
Total number of places	3
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in October 2023 and lives in Calne, Wiltshire. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder will consider the provision of extended hours if needed. The childminder receives funding for early education of children aged from nine months to four years.

Information about this inspection

Inspector
Linda Witts

Inspection activities

- This was the first routine inspection the childminder has 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 provision.
- The childminder showed the inspector around the setting and explained how she uses each area.
- The inspector observed the interactions between the childminder and the children. She observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to the childminder, children and parents at appropriate times during the inspection.
- The inspector joined the childminder and children on a walk to local green spaces.
- Relevant documentation, including written feedback from parents, was read by 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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