

Childminder report

Inspection date: 18 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder makes children feel welcome and has a caring and friendly manner. Children arrive happy and eager to enter her home. They form close and beneficial relationships with the childminder and her assistants and enjoy their company. Children's care needs are supported closely. The childminder is attentive and thoughtful and ensures that children's well-being remains high.

Children explore in their own way and test out their ideas. They concentrate for continued periods as they investigate. Children are motivated to explore the interesting areas the childminder sets up in her home and garden. She plans these areas and experiences to extend children's learning. The childminder is mindful to link these to children's interests, which inspires them and challenges them effectively. Children are keen to learn and show positive attitudes to progressing their skills. Young children develop their dexterity and coordination well, using a wide range of tools and resources. They build with blocks and carefully place each block to build a tower. They make marks with pens and explore making shapes and patterns.

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

- The childminder is experienced and knows how children learn. She recognises children's individuality and focuses on what they need to learn next. The childminder and her assistants use their assessment procedures successfully to plan the next steps for children's learning. Children make good progress, including children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language.
- Children enjoy investigating different materials. They empty and fill containers, coordinating their movements well. They enjoy planting potatoes and peas and eagerly water these to help them grow. The childminder and her assistant take the time to help children to count items. However, they do not focus on teaching children other mathematical concepts, such as capacity and quantity, to develop their mathematical skills further.
- The childminder and her assistants are skilled at encouraging children to do things for themselves. Children develop their independence skills well. Young children are keen to take on challenges, such as putting on their own coat and boots to go outside. They persevere with fastenings, which develops their self-confidence and sense of responsibility well.
- Parents have nothing but praise for the childminder and her friendly team. They say that the childminder's dedication to each child goes above and beyond what they expected. They say she is very understanding of children's different needs and home situations. They are kept well informed of all aspects. They appreciate the childminder's extensive experience and value her advice and support.

- Children respect what the childminder has to say. They follow safety reminders and adapt their actions suitably. They show considerate behaviour to others. For example, they readily take turns and use good manners. Children form friendships and play cooperatively together.
- At times, the childminder works with more than one assistant, particularly during the periods before and after school. She runs strong practice with her team. The childminder is well organised and offers good supervision and support. She ensures that she works together with her assistants to promote children's needs and well-being. The childminder leads evaluation of their practice and her provision and shows dedication to offering a good service to families.
- The childminder and her assistant explain things to children, which helps them to learn new words and develop their conversation skills and confidence. The childminder is working with her assistants to develop the support for children who need more help with their communication. They are working on supplementing their speech with signs for children with SEND, to help extend their communication abilities. However, this is not yet fully embedded. Additionally, they do not regularly gather information from parents on children's home languages, to help them translate and develop the speech of those who speak English as an additional language further.
- The childminder takes children out into the community to build their confidence in new situations. Children visit playgroups to mix with other children and develop their social skills. They go to parks to extend their physical strength on the equipment. They visit farm and safari parks to develop their understanding of the world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant show good knowledge of the procedures to follow in the event of concerns about a child. They understand their responsibilities to keep children safe. They renew their safeguarding knowledge regularly through training. The childminder follows suitable processes when she takes children on outings, which ensures that they can keep children safe. She carries out thorough assessments of all areas of her home to outline any hazards or risks. The childminder ensures that exterior doors and gates are kept locked so that all areas are secure and children cannot leave unattended. She also uses safety gates to limit young children's access to areas of higher risk, so children can explore and play safely.

What does the setting need to do to improve?

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

- make the most of opportunities to develop children's mathematical skills

- extend the support for children's communication, particularly for those who need more help to develop these skills.

Setting details

Unique reference number	560130
Local authority	Wiltshire
Inspection number	10280522
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 9
Total number of places	12
Number of children on roll	20
Date of previous inspection	23 August 2017

Information about this early years setting

The childminder registered in 1998 and lives in Mere, Wiltshire. She operates all year round from 7am to 6pm, Monday to Friday. The childminder holds an appropriate qualification at level 3. She provides funded early education for two- and three-year-old children. The childminder regularly works with an assistant.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine 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.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children, the childminder and her assistant and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including evidence of suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding children.

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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