

Childminder report

Inspection date:

28 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children's happiness is at the centre of this homely and welcoming setting. The childminder gets to know children and families well. This helps children to settle and develop secure bonds with her. Children show that they are comfortable and happy.

Children are full of smiles and enjoy the activities the childminder provides. They can independently select what they want to play with and, with support from the childminder, they can access a wider range of resources. The childminder follows children's interests and plans activities linked to these. She listens to children throughout the day and uses their suggestions to help her plan. For example, children ask to go to the park and the childminder uses this opportunity to develop their physical skills and ensure that they get plenty of fresh air and exercise.

Children's behaviour is good. They listen and respond to the childminder and follow instructions well. Children learn to take turns. For instance, during a game of picture lotto, children patiently wait their turn even though they are excited. Children receive lots of encouragement and are regularly praised for their efforts and achievements. This helps to develop their self-esteem and confidence.

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

- The childminder has clear intentions for her curriculum and what she wants children to achieve while attending. She knows children well, which enables her to meet their learning needs. She uses the information she gathers from her observations and assessments of children's learning to help her plan. This helps to build on what children already know and can do.
- Children develop good communication and language skills. The childminder talks with children as they play and supports them to build up their vocabulary. She repeats words clearly back to them support to their pronunciation during activities. She engages and supports speech through back-and-forth communication.
- The childminder keeps mandatory training up to date and carries out independent research into different topics. However, she does not extend the focus on her professional development to raise her good quality teaching to the next level.
- Partnerships with parents are good. The childminder provides daily feedback and photos to them about their children's care and what they have been learning. Parents comment that they are happy with the care provided. The childminder gains parents' and children's views regularly to help her to evaluate the care she provides.
- Overall, children begin to develop good levels of independence. For example,

they make choices about their learning and what they would like to do. However, children are not consistently encouraged to do things for themselves, for example, to wash their own hands or wipe their own noses. This means that opportunities to develop their independence skills are not always identified or promoted.

- The childminder reflects on her practice and identifies ways to improve the experiences children receive in her care. For instance, the childminder has recently renovated an outdoor playhouse with the help of the children. She used their ideas to make a space for them to develop their imaginative play further.
- The childminder offers children many opportunities to learn about their external environment. She makes good use of the local parks and large, open spaces to further develop children's understanding of the natural world. For example, children excitedly watch as squirrels move through nearby trees. They help to collect pinecones and enjoy watching aeroplanes as they fly through the sky.
- The childminder has developed good partnerships with other settings that children attend. She shares information with them to offer continuity in care and learning. For instance, she shares assessments and talks with them regularly at drop off and collections.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her role and responsibilities to safeguard children. She has a secure knowledge of the signs and symptoms that might indicate that a child may be at risk. The childminder knows who to report her concerns too, should the need arise. She knows the process to follow should anyone make an allegation against her. The childminder supervises children well and teaches them how to use equipment safely. She carries out daily risk assessments of her home and when taking children on outings, to help ensure that their safety is supported.

Setting details

Unique reference number	953844
Local authority	Wiltshire
Inspection number	10234600
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	7
Date of previous inspection	16 November 2016

Information about this early years setting

The childminder registered in 1992 and lives in Chippenham, Wiltshire. She operates Monday to Thursday, 7.30am to 5.30pm, all year round. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Kelly Sunderland

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- Parents shared their views of the setting with the inspector through written testimonials.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection. She looked at relevant documentation and evidence of the suitability of individuals living in the household.
- The inspector observed the interaction between the childminder and children and discussed their progress.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.

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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