

Childminder report

Inspection date:

5 December 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

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder has created a warm and inviting home-from-home environment for children. They have lots of activities to play with. The childminder rotates the games and toys daily, depending on which children are attending and their current interests. She has strong relationships with the children and speaks with a kind and supportive voice. The children enjoy having conversations with her about what they are playing with and what they know and remember.

The childminder has created areas in her home for different types of activities. Children access a cosy, cushioned area where they can sit quietly and look at books. In another room, they explore drawing with pens and pencils or complete jigsaws. Outdoors, there are lots of interesting activities to do. For example, children engage in an autumn-themed activity. They experiment to see what weighs more, conkers, dry leaves or pinecones. They play with a mud kitchen and a toy construction area.

The childminder takes children on trips out in the local area. This develops children's knowledge of nature and the society in which they live. They visit the local library after taking a public bus. They enjoy visits to a dairy farm, see cows and buy milk. They develop social and physical skills as they meet other children in the play park. Children enjoy planting fruit and vegetables in the childminder's garden in the summer.

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

- The childminder has secure knowledge and understanding of the learning and development requirements of the early years foundation stage. The childminder knows the children in her care very well. She understands the value of providing exciting activities to help children progress in all areas of learning. She links activities to children's interests and next steps. For example, she has a toy car garage set out, as she knows it is of current interest to children in her care. Children engage in their play and concentrate well.
- The childminder teaches in a clear and coherent way to ensure children understand her. She evaluates children's development and plans their next steps well. Children make good progress. The childminder reflects on her practice and teaching skills. However, she sometimes misses opportunities to improve the quality of activities further, to support children's learning and development even more.
- The childminder understands the importance of supporting the children's language and communication skills. She has various strategies in place to support children to communicate and express their opinions. There are lots of books to read and children develop a love of reading. However, the childminder

sometimes overlooks opportunities to extend conversations further. As a result, chances to develop children's knowledge even more are sometimes missed.

- The childminder has carefully designed the play area, indoors and outdoors. It provides lots of opportunities for children to play and learn. Children have a wide variety of resources to explore, and experience a varied curriculum. There are lots of extra activities available in boxes. Children use a laminated photo album of the toys and games to choose what they would like to play with next.
- Partnerships with parents are strong. Parents report that they are very happy with the care their children receive. They are pleased with the progress reports they receive on their child's development. They feel guided by the childminder to support their child's learning at home.
- The childminder supports children to develop confidence and self-esteem. She guides them to express and explore their emotions. She provides children with plenty of opportunities to develop independence. Children pour their own drinks, peel their own fruit at snack time and put their rubbish in the bin.
- Children behave very well. The childminder guides children to understand how their behaviour impacts on others. Children are kind. They say 'please' and 'thank you' without prompting. The childminder uses activities to support children to take turns and share. For example, each day, a different child opens an advent parcel and puts the item into the Christmas activity pot.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her knowledge and understanding of the signs that may suggest a child is at risk of suffering abuse, neglect or harm. She knows the procedures to follow to ensure she keeps children safe. She knows when to contact early-help services to provide children with additional support when they need it. She undertakes relevant training to keep her safeguarding knowledge up to date. The childminder produces risk assessments to protect children, while enabling children to take age-appropriate and reasonable risks as part of their growth and development. The childminder has created a physical environment for children that is safe and secure.

What does the setting need to do to improve?

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

- develop strategies to extend conversations more, to encourage deeper learning and improve children's knowledge even further
- review the quality of activities to support children's learning and development even more.

Setting details

Unique reference number	EY231388
Local authority	Wiltshire
Inspection number	10234656
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 4
Total number of places	4
Number of children on roll	8
Date of previous inspection	1 February 2017

Information about this early years setting

The childminder registered in 2003 and lives in Marlborough, Wiltshire. She provides care Monday to Friday, including before and after school, for 48 weeks a year. The childminder holds a childcare qualification at level 3. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Jones

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector spoke with children during the inspection.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector received feedback from parents and took their views into account.

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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