

# Childminder report

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Inspection date: 22 February 2023

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children show they are safe and secure in the childminder's care. They move around the setting, selecting toys of their interest, indoors and outdoors. The children play with buggies, dolls and blocks. The children have a loving relationship with the childminder, seeking cuddles from her.

The childminder watches and observes as the children play outdoors. The children use the outdoor kitchen to make pretend drinks and food using different-sized pots. The childminder comments on what the children are doing. This extends children's play and concentration.

The children are active, using scooters to race up and down. They pretend to be the police, stopping people as they pass. The childminder helps the younger children to use the scooter. This develops their physical skills. The children enjoy using the slide. The childminder supports them to climb the stairs. She guides the younger children to ensure their safety. She carefully assesses risk to encourage children to take turns.

The children enjoy looking at photos of themselves and talk about what they have been learning. This encourages children to remember past events. For example, children recall the Queen's Jubilee celebration and the fun time at the tea party. The childminder shares the photos with parents, and they enjoy seeing what their children are learning.

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

- The childminder attends training to extend her knowledge and develop children's learning. She plans the curriculum based on themes. For example, the children are learning according to the theme 'all about me'. They name body parts by singing and dancing. Children learn about their teeth and have fun practising teeth cleaning. This teaches children to learn about themselves and being healthy.
- The childminder understands the importance of early speech and language development. She comments as younger children play while repeating the sounds they make, such as 'mama', 'dadda' and 'babba'. The childminder knows how to promote further interactions and teaches children to take turns in conversation. She names the objects children play with and helps them to understand that words carry meaning.
- Children play with peg puzzles, where they learn about different shapes and colours. This supports children to develop their fine motor and mathematical skills. On occasion, the childminder misses opportunities to strengthen and develop children's counting in play.

- The childminder takes the children on trips to the library, demonstrating to children that books are important. In the setting, the children readily sit and look at the available books. They turn the pages and look at the pictures independently. However, the childminder misses opportunities to read stories out aloud, to extend older children's early literacy skills.
- The children play outdoors, where they notice the flowers in the garden. The childminder names the 'Christmas Rose'. She helps the children to remember winter flowers they have seen on local trips in the community, such as 'snowdrops'. This helps children to learn about the world around them.
- Children behave well. The childminder praises children, and they receive 'wow' awards. This raises children's self-esteem and gives them confidence to keep trying. The childminder knows the importance of helping children to manage their feelings. She uses visual cards to help children name feelings and offers explanations. The childminder uses clear, simple language for the children, which allows them to make their own choices. She says, for example, 'would you like your shoes or wellington boots?' This supports children to manage transitions.
- The childminder creates a positive experience during nappy changing times. Children know the routines and can follow requests. For example, they lay down when asked. All children know to wash their hands after using the toilet, before eating and after playing outdoors. This promotes good hygiene routines.
- The childminder monitors children's progress. She knows what to do and who to refer to for children with emerging special educational needs and/or disabilities. The childminder understands the importance of working with parents. She provides parents with daily feedback and shares children's learning journals. She actively seeks feedback from parents, using questionnaires, for example. Parents praise the childminder and comment on how much their children learn and grow while in her care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a clean, safe environment for the children to learn. She carries out risk assessments in the setting and when out on trips, to minimise potential hazards. The childminder can recognise the signs and symptoms of possible abuse. She knows the importance of working with parents to enable children to attend regularly. The childminder knows how and where to report a concern about a child's welfare. Parents receive information about what to do should a minor accident occur, such as a bumped head.

## What does the setting need to do to improve?

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

- increase opportunities for children to listen to stories being read out loud so they learn to hear new words and build their language
- provide more opportunities for older children to develop their counting skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY239399                                                                          |
| <b>Local authority</b>                             | Wiltshire                                                                         |
| <b>Inspection number</b>                           | 10263673                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 9 May 2017                                                                        |

## Information about this early years setting

The childminder registered in 2002. She lives in Trowbridge, Wiltshire. The childminder receives funding for the provision of free early education for children aged two, three and four years. She works all year round, from 7.30am to 6pm, Monday to Thursday, except for family holidays. The childminder holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Verrity Simons

## 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 their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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