

Childminder report

Inspection date: 27 January 2022

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

Children are safe and well cared for in this nurturing environment. They build strong relationships with the childminder and turn to her for comfort and reassurance if they are unsettled or upset. The childminder talks with parents to find out about preferences and to establish individual care routines. She ensures that children's individual needs are met.

The childminder gets to know children well from the outset. She finds out about their interests and plans activities that build well on their existing skills. Children make links in their learning and share their experiences as they play. For example, they enjoy playing with the childminder as she pretends to be a shopper. Children use their knowledge of real situations to sell items from their shop. They pretend to be a shopkeeper, pressing the buttons on a play till and putting cards into a slot to take payment. Children concentrate well and develop their fine motor skills as they use different tools and control technology.

Children behave well. They learn to share and take turns. The childminder gives children clear instructions. This helps them to understand and follow the rules. Children happily tidy away when they have finished playing, and put on their own coats and wellies before outside play.

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

- The childminder observes children regularly in their play and assesses their progress. This helps her to identify any gaps in children's learning. The childminder plans activities that focus specifically on what children need to learn next. For instance, as children complete a letter puzzle, she encourages them to sound out different letter sounds and introduces them to letter sounds they are not familiar with.
- Children settle well. The childminder encourages families to bring in photos of their children and families. This helps children to develop an understanding of things that they have in common and things that make them unique. The childminder includes books of photos of children during their play, to support children to recall previous learning.
- The childminder helps young children to develop mathematical language and an understanding of numbers. She weaves mathematics successfully into children's daily routines and play. For example, when children eat snacks, she counts how many bowls there are, and children repeat this.
- Children sustain high levels of concentration and interest in activities. They spend time transporting water from one place to another, and filling and emptying containers. However, in her eagerness to develop their skills further, the childminder does not follow the children's ideas, and use their emerging

interests to build on their knowledge and skills as effectively as possible. For instance, she sometimes interrupts their concentration as she moves them on to different activities and experiences.

- In the garden, the childminder sets up a pretend road to help children learn how to keep themselves safe. She teaches them to recognise safe places to cross the road, such as a zebra crossing. Children ride tricycles around the garden, and the childminder reminds them to stop at the crossing when their friends want to cross the road.
- The childminder has a professional approach to her work. She keeps up to date with developments in the early years sector through training and online courses. Furthermore, she shares thoughts and ideas with local childminding colleagues, and this too helps her to stay up to date with childcare practices.
- Parents are kept informed of day-to-day events at the setting and know how their children are progressing. The childminder provides online photos during the day for parents to see what children are doing, and she talks with parents when they collect their children at the end of the day. Parents comment that their children have a good relationship with the childminder and that she has a 'big heart'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritises keeping children safe. She keeps her safeguarding knowledge up to date and reviews her policies to ensure that they reflect any changes in legislation. The childminder understands how to identify and report concerns about a child's welfare, and what to do if an allegation is made against her. The childminder carries out risk assessments for her home, garden and outings. She talks with children about staying safe when out and about.

What does the setting need to do to improve?

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

- make better use of children's ideas and emerging interests, to build on their knowledge and skills further.

Setting details

Unique reference number	EY248708
Local authority	Wiltshire
Inspection number	10066830
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	26 November 2015

Information about this early years setting

The childminder registered in 2003 and lives in Ludgershall, Wiltshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is accredited to receive funding for free early years education for children aged two, three and four years. She holds an appropriate childcare qualification at level 5.

Information about this inspection

Inspector

Rachel Cornish

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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and the children, and considered the impact on children's learning.
- The childminder and the inspector held discussions to establish the childminder's understanding of safeguarding and how she evaluates her practice.
- Documents were sampled by the inspector, including suitability checks, public liability insurance and paediatric first-aid training.
- The inspector viewed feedback from parents and took their views into consideration.

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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