

Childminder report

Inspection date: 17 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
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 a very friendly and caring manner. She is highly successful in developing and maintaining superb relationships with the children and particularly adept at supporting their confidence and self-esteem. This has a highly positive impact on the children. They are very happy and content. They gain confidence in themselves and their abilities and thrive in her care. Children behave very well. They listen respectfully to the childminder and learn to share and take turns with the other children. They develop a very good sense of responsibility and excellent independence and personal care skills for their age. The childminder threads support for this skilfully throughout the routines of the day. Children conscientiously tidy toys away, take their plates out to the kitchen and put their rubbish in the bin. The childminder encourages every child to 'have a go'. Her enthusiasm and optimistic outlook help children to develop very positive attitudes to learning and ensure children are eager to try things for themselves. Children gain very useful skills to support their future success.

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

- The childminder assesses children's progress accurately and regularly, carefully monitoring this through frequent observations. She identifies any gaps in children's development, making plans for each child to help them to achieve the next steps in their learning. The childminder shares this information clearly and regularly with parents, to ensure there is a consistent approach to children's care and learning. Children make good progress. Their personal and emotional development progresses excellently and any gaps in children's development relating to these areas close very rapidly.
- The childminder has a strong focus on home learning. She works closely with parents, seeking information from them about what children know and can do when they start and throughout their time with her. Children proudly share books from home, showing considerable skills as they remember parts of the story by looking at the pictures.
- The childminder uses the local area extensively to broaden the range of learning experiences offered to children. She meets regularly with other childminders to provide interesting activities for the children, such as regular visits to the local care home, where the children join residents for activities. This helps children to be closely involved in their wider community and develop a very beneficial respect and understanding of others. The childminder has completed a forest school qualification at level 3 in order to develop her provision. She undertakes regular forest school sessions for the children in woodlands near her home and offers children inspiring activities to learn about and experience nature.
- The childminder has a large under cover area outside in her garden that provides children with a wealth of activities. They are inspired and motivated to

explore and are very busy, confidently moving between the many stimulating activities. They excitedly explore mixing materials together, noticing and commenting to the childminder on changes to the materials. They make marks on whiteboards or paint and confidently hang up their own pictures to dry. On occasion, children's play and learning is not as effective indoors. Some toys and resources are in cupboards, and less confident children are shy about asking for them.

- The childminder monitors the practice of her assistant and they work together to evaluate their practice and the provision. The childminder is proactive in sourcing and incorporating different ways of working to benefit the children. She links closely with other childminders to share good-practice ideas, and, since the last inspection, she has undertaken an early years qualification to develop her knowledge further.
- Children communicate well, and they chat happily with the childminder. Overall, they listen well. They learn new words and concepts, developing their understanding very well. The childminder asks them thought-provoking questions as they play. She is particularly mindful to ensure that younger and less confident children have a chance to speak and share their knowledge and thoughts. At times, children do not fully engage with group activities. Children who are new to the activity sometimes cause distractions by playing with the props and resources the childminder provides instead of listening to her.

Safeguarding

The arrangements for safeguarding are effective.

The childminder closely monitors children as they play. She carries out thorough risk assessments on her home and when on outings to help maintain children's safety and security, including during her forest school sessions. She knows what actions to take if she has a concern about a child's safety or well-being. Both the childminder and her assistant update their knowledge regularly through training such as for first aid and a wide range of safeguarding issues.

What does the setting need to do to improve?

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

- increase children's engagement and choices so that they achieve the highest levels possible.

Setting details

Unique reference number	EY249331
Local authority	Wiltshire
Inspection number	10125525
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	17 October 2014

Information about this early years setting

The childminder registered in 2003 and lives in Westbury, Wiltshire. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She holds an appropriate early years qualification at level 3 along with a forest school level 3 qualification. The childminder provides funded early education for children aged two, three, and four years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- 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 and the childminder and spoke with them at appropriate times during the inspection.
- The inspector took account of parents' written views by reading their comments in letters.
- The inspector looked at a sample of the childminder's documentation, including evidence of her and her assistant's suitability and training, and her procedures for safeguarding the 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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