

Childminder report

Inspection date: 2 March 2023

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

The provision is good

Children thrive in this welcoming home-from-home environment. They enter happy and settle quickly. The childminder creates strong bonds with the children, which helps them to feel safe and secure. She gives the children lots of praise and encouragement to build their confidence and self esteem. The children make choices about what they want to do. They select their favourite toys and play well alongside each other. The children enjoy engaging in imaginative role play for long periods. They place dolls in toy pushchairs and pretend to take them for a walk. The children remember that it is cold outside, so they get blankets and wrap the dolls up to keep them warm. The childminder asks the children if their babies would like a story. The children sit down and listen to the story. When the story is finished, the children take turns reading the story to the dolls. This supports children's early literacy skills and imagination.

The childminder meets up with other childminders on a regular basis. They take the children on various outings to places such as the butterfly zoo, museum, local library and parks. This enables the children to develop their social skills, form new friendships and gain confidence in new environments.

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

- The childminder is passionate about her role and wants the best for the children in her care. She has created a curriculum that focuses on preparing children for their next stage in life. The childminder plans interesting adult-led activities based on children's interests and next stages of learning, to spark children's curiosity. She skilfully uses open-ended questions to find out what children know and builds on their knowledge through meaningful interactions. This means that children make clear progress across all seven areas of learning.
- Children play well alongside each other, sharing resources and ideas. The childminder is an excellent role model. She is attentive to the children's needs and listens to them with respect. The childminder encourages the children to use good manners and to be kind to one another. The children talk about their feelings and how their actions make others feel. This gives children the tools to begin to manage their feelings and behaviours.
- The childminder focuses on developing children's confidence and independence. She teaches the children to do things themselves by breaking down tasks into small bits. The children show a can-do attitude when faced with tasks. They tell the childminder 'I can do' and 'let me try'. Children show an eagerness to help with everyday tasks, such as setting the table and tidying away their toys. This develops their resilience and independence skills ready for school.
- Parents praise the childminder for the brilliant care she provides the children. They describe her as 'caring', 'nurturing' and 'approachable'. The childminder

gives parents feedback on their child's development and next stages of learning. She invites them round to discuss any concerns they might have and offers them support when needed. This shows that the childminder has built strong partnerships with the parents and includes them in their children's progress.

- During the COVID-19 pandemic, the childminder introduced 'Molly the mole', which is a cuddly toy mole that goes on adventures with the children at home. The children took photos with the mole and showed their lives during the pandemic. This activity has continued. Children write stories and letters, draw pictures and take photos of their time with the mole. This develops children's literacy and storytelling skills.
- The children use a wide range of mathematical language and concepts in their play. They use words such as 'big', 'small', 'tall' and 'more'. The children count objects and recognise numbers and shapes in the environment. For example, the children discuss the beans they have planted. They make links to the story of 'Jack and the Beanstalk' and wonder how tall their beans will grow, suggesting that they will grow 'really big'. This means that children develop the mathematical skills and understanding they need for later learning.
- The childminder provides a language-rich environment for the children. She continuously introduces new words and narrates what she is doing, which builds their everyday vocabulary. The children show they feel confident to communicate with the childminder and others. However, at times, the childminder follows the children's non-verbal cues rather than encouraging them to consistently use words. This means that children do not always learn to communicate their wants and needs in an efficient manner.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of her role in keeping children safe from harm. She prides herself in being approachable and providing children with a safe space to voice their concerns. The childminder knows to keep adequate records and to report concerns about a child to the local authority. She is aware of how to report any allegations against her or a member of her family. The childminder keeps children safe when out in the community. She teaches the children how to behave when by the side of the road. This helps children to keep themselves safe and identify risk in the environment.

What does the setting need to do to improve?

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

- encourage children to use their words to communicate and promote the development of their language further.

Setting details

Unique reference number	EY264805
Local authority	Wiltshire
Inspection number	10263897
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	12
Date of previous inspection	16 May 2017

Information about this early years setting

The childminder registered in 2003 and lives with her family in Calne, Wiltshire. She operates from Monday to Friday all year round, except for Christmas and bank holidays. The childminder holds a degree in early childhood studies.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- This was the childminder's first routine inspection 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 inspector and the childminder had a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during indoor and outdoor play and assessed the impact on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how she evaluates the provision.
- The inspector looked at relevant documentation, including evidence of the childminder's suitability, first-aid and safeguarding certificates.
- The inspector took account of written testimonials from parents.
- Children spoke to and engaged with the inspector during the inspection.

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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