

Childminder report

Inspection date:

30 November 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

Good

What is it like to attend this early years setting?

The provision is good

Children make good progress in this welcoming setting. They feel happy and secure in the care of the nurturing and experienced childminder, who offers effective support for their emotional development. Those that have only started recently have settled well and move around with great confidence. Young children benefit from lots of attention and cuddles, which supports them to form secure relationships with the childminder.

Children form good friendships with one another. They play together in harmony and show affection and care for one another. The childminder skilfully uses information from parents and carers, along with her own assessments of each child's development, to tailor learning experiences to children's individual needs.

Children have daily access to fresh air and exercise. The childminder organises play opportunities to allow children to increase their physical skills and manage risks. For example, children visit local parks and soft play. This helps them to strengthen their large-muscle skills. The childminder supports children well to initiate their own play. Children engage in their learning and are fully engrossed in their activities. For example, they take delight as they make a shop using dolls and prams. Children pretend to purchase items, as they learn to share, communicate and develop their mathematical skills. Children are developing the skills needed for their next stage of learning.

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

- The childminder regularly evaluates and reflects on her practice. She incorporates the views of parents through daily communication, to drive improvement. The childminder attends mandatory training, including child protection and paediatric first aid, to keep her knowledge current and up to date. She is keen to develop her professional knowledge. For example, she has recently attended training to support children's emotional development.
- Children develop a real love of books. They happily sit down and listen intently to stories. The childminder reads books with great intonation and children are excited to see what might be on the next page. Children point out pictures they like and confidently repeat familiar phrases from traditional tales.
- Children learn to do things for themselves and show a good level of independence. They get their own drinks when they are thirsty and select toys they want to play with. The childminder successfully helps children to understand the importance of good health and hygiene through conversations, activities and routines.
- The childminder has lively conversations with the older children and role models language well. She extends children's short phrases into sentences. She

introduces new words to help increase their vocabulary. However, at times, she does not support the youngest children's early developing language. For example, younger children do not regularly hear songs or rhymes to support their early language skills.

- The childminder knows children well. For example, she has a secure knowledge of each child and their family. She uses this information well to support their individual needs effectively.
- The childminder plans a range of activities to help children extend their experiences. For example, they curiously explore natural materials, such as twigs and acorns, and use a range of resources to enhance their learning. However, the youngest children have limited age-appropriate opportunities to support their early stages of development.
- The childminder monitors children's progress diligently, so as to notice any gaps in their learning. When children need extra help, she is very proactive in seeking the support they need. She works closely with other professionals, such as teachers at the local school, so that all children can make the progress they are capable of.
- Children develop an understanding of the world around them. For example, they learn about different countries and cultures and take part in local trips to support their understanding of the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs which could indicate that a child is at risk of harm. This includes safeguarding issues, such as children being at risk of being exposed to extreme views or behaviour. She keeps her safeguarding knowledge up to date. The childminder is clear about her responsibility to report any concerns about a child's welfare, including any allegations, to the local safeguarding partnership. The premises are very safe and secure. The childminder supervises children constantly as they play, indoors and outdoors, and while they are eating. This ensures children's safety while they are in her care.

What does the setting need to do to improve?

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

- develop ways to support younger children to hear rhymes and songs to support their early language skills
- enhance opportunities for the youngest children to develop their learning, with age-appropriate activities to support their early stages of development.

Setting details

Unique reference number	EY268534
Local authority	Wiltshire
Inspection number	10234741
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	1 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	3 March 2017

Information about this early years setting

The childminder registered in 2003. She lives in Chippenham, Wiltshire. The childminder operates all year round, Monday to Wednesday, 7am to 5pm, Thursday, 7am to 3.45pm, and Friday, 6.45am to 4pm. She receives funding for the provision of free early education for children aged two, three and four years. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Tracey Cook

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 childminder.
- The inspector observed the childminder's interactions with the children indoors to assess the impact this has on children's learning.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included evidence of the childminders suitability and training.
- The inspector completed a learning walk across all areas of the house and gardens to understand how the provision is organised.
- The inspector considered the views of parents through feedback forms, to evaluate how well the childminder builds relationships with families.

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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