

Childminder report

Inspection date: 18 July 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 very happy and comfortable in the childminder's welcoming home. The childminder is nurturing and caring, which helps children to develop secure and caring bonds with her. Children are curious and motivated to learn. They have good self-esteem. Children behave well and play contentedly with their friends. They understand expectations for behaviour and willingly help with tasks such as tidying up the toys. Children show a genuine love of dolls. They spend lots of time caring for their dolls as they dress, feed and check their heartbeats, pretending the dolls are sick. Children have developed good imaginations and are able to initiate their own games.

Children demonstrate their good speaking skills as they confidently explain what they are doing. Children enjoy being outdoors and are curious about the world around them. For instance, children enjoy exploring ice. They understand that by putting the ice in the sun it will melt. Children thoroughly enjoy solving problems. For example, they concentrate for extended periods as they try to work out how to open the toy recycling truck, to see how things work. 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?

- Parents speak highly of the childminder and the service she provides. They say that she is kind and caring and has made strong bonds with their children. Parents feel that communication is excellent. The childminder keeps them updated about their children's progress. She shares next steps and ideas to continue children's learning at home.
- The childminder has established effective partnerships with other providers that children currently attend. She regularly exchanges information about children's developmental needs to help to promote consistency in children's care and learning.
- The childminder knows the children well and speaks confidently about their capabilities. She checks what children know, understand and can do, and she provides experiences that link to children's next stage of learning.
- The childminder promotes children's communication and language skills well. For example, she models sounds and single words, and she clearly repeats words for young children to copy. The childminder enthusiastically extends their vocabulary by adding more complex words, and she takes time to listen and allows children time to talk.
- Children develop an awareness of cultures and traditions. They enjoy learning about festivals and celebrations from around the world. Children reflect on past learning. They proudly show visitors artwork they have created during various festivals.

- Children enjoy drawing pictures and creating their own 'masterpieces', which supports their early writing skills. However, there are less opportunities for children to develop a love of books to support their early reading skills.
- The childminder supports children to develop their independence and promotes their self-care skills well. Children independently select toys and resources that they want to play with and take a lead in their play. Children manage and attend to their own personal needs. For example, at snack time, they wash and dry their hands and cut their own fruit with a knife. Children are confident and independent learners.
- The childminder regularly evaluates her practice and identifies areas to develop and improve outcomes for children. For example, she has made changes in her garden to develop a fairy area, where children become deeply involved in creating a magical world using their well-developed imaginations.
- On occasion, the childminder misses opportunities to extend and develop children's understanding of mathematical concepts and numbers.

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. The childminder is clear about her responsibilities to report any concerns about a child's welfare, including any allegations, to the local safeguarding team. The premises are very safe and secure. The childminder monitors sleeping children regularly. She supervises children constantly as they play, both indoors and outdoors, and while they are eating. This ensures children's safety while they are in her care. The childminder teaches children to keep themselves safe. For example, in the hot weather they learn that they need to drink lots of water and wear their hats outside.

What does the setting need to do to improve?

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

- review the organisation of books so they are easily accessible, to develop children's early reading skills
- provide more opportunities for children to learn mathematical concepts and understand and recognise numbers to support early mathematical development.

Setting details

Unique reference number	EY268682
Local authority	Wiltshire
Inspection number	10231732
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	6 September 2016

Information about this early years setting

The childminder registered in 2004 and lives with her husband and two children in Devizes, Wiltshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant level 3 qualification. She receives early years funding for three- and four-year-old children.

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 setting.
- The inspector observed the childminder's interactions with the children, both indoors and outdoors, to assess the impact they have 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 suitability and training.
- The inspector took account of the views of parents through feedback forms available on the day.
- The inspector completed a learning walk across all areas of the house and gardens to understand how the provision is organised.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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