

Childminder report

Inspection date: 7 November 2024

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 settle quickly in the childminder's welcoming home. The childminder focuses on getting to know children before they start with her. She prioritises developing warm and caring relationships with the children so they are happy in her care. Children go to the childminder for hugs, which she readily gives. They show that they have secure bonds and enjoy her company. For example, children invite the childminder to join them and offer her toys. They laugh as they play alongside her.

The childminder plans a curriculum that follows the interests of the children in her care and that supports children to gain the skills they need for the future. The childminder teaches children to recognise and use numbers in play. For example, they count the bricks as they build towers and recognise numbers on the local buses when out walking. Children learn about the wider world as they discuss the different boats on the canals. Children behave well. The childminder gives children plenty of praise and models how to be kind and respectful to others. Children are independent and supremely confident. The youngest children explore the resources and activities on their own, choosing what interests them.

Children welcome visitors warmly, inviting them into their play and chatting to them enthusiastically. The childminder encourages children to complete tasks for themselves during their day to build their self-confidence. For example, even the youngest children select their own drinks. They develop a sense of pride in their accomplishments.

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

- Partnership with parents is good. Parents comment that the setting feels like a 'home from home' and love the welcoming, relaxed environment. Children are progressing well in the childminder's care. Parents are kept informed of what the childminder is working on with their children to support their learning at home.
- The childminder evaluates her provision well. She attends regular training and reads professional websites to help keep up to date with changes in early years. For example, she took part in a course to improve her practice in developing children's physical skills and teaching children how to manage risk.
- The childminder plans trips outside the setting, giving the children the chance to link up with the local community and have new social experiences. She takes children on canal and woodland walks and to the park where they meet new people and develop their physical, communication and social skills.
- The childminder provides parents with information to help them to encourage their children to eat nutritious meals and snacks throughout the day. She encourages children to taste new foods and reminds them to drink water to keep

themselves hydrated. The childminder teaches the children about oral health through activities such as pretending to brush doll's teeth. Children learn the importance of good hygiene routines. For example, children routinely wash their hands before eating food.

- The childminder places a strong focus on extending children's communication and language skills. She models language well and gives children time to listen and respond to questions. She builds on children's vocabulary by introducing new words and plans for children to practise these in their play. The childminder teaches younger children to communicate using sign language to support their early communication skills.
- Children follow their own interests and make choices about what and where they play during the day. For example, children select from a range of resources available. However, there is less opportunity for children to easily access books to look at independently or for the childminder to share books with children to further support their early reading skills.
- The childminder helps children to develop their early problem-solving and mathematical skills. She counts routinely during play and uses mathematical language, such as 'bigger', 'smaller' and 'more than'. The childminder challenges children to have a go for themselves before helping them. For example, young children learn how to fit a selection of picture cubes into a box and close the lid.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts the interests of children first.

What does the setting need to do to improve?

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

- provide more opportunities for children to select and share books to further support their early reading skills.

Setting details

Unique reference number	EY272472
Local authority	Wiltshire
Inspection number	10364314
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	30 January 2019

Information about this early years setting

The childminder registered in 2003 and lives in Devizes, Wiltshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday. The childminder is eligible to receive funding to provide early education for children aged nine months to four years.

Information about this inspection

Inspector

Tracey Cook

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector through written feedback about the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder carried out a joint observation with the inspector to observe children's development.

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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