

Childminder report

Inspection date: 12 June 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a safe and nurturing environment for children, who show that they are happy and secure in her care. As they arrive, children are warmly greeted by the childminder. They actively engage with the childminder as they look to her and receive her constant attention. They smile as she plays with them in the sand and teaches them how to play croquet.

The childminder makes sure children's interests are fully included in her plans for play and learning. She has high expectations of what children can achieve. She is enthusiastic about children being ready for their eventual move to school and puts strategies in place to help them prepare.

Children confidently move around and choose what they want to play with. The environment is set up to reflect what the childminder knows the children like to do and the skills they are currently developing. The childminder is a good role model who encourages children to learn about respecting others and to take care of themselves. She offers suggestions to children to help them learn how to do things, such as hiding animals in the sand and putting puzzle pieces together or showing them how to look after the dolls. Children develop good levels of emotional well-being and are supported well.

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

- Children show that they are confident as they explore their environment. They develop their independence as they choose where and what they want to play with. For example, they self-select the toys they wish to play with outside, such as the dolls and animals.
- Parents are extremely happy with the care and progress their children make. They say that their children look forward to going to the childminder's house and playing with the other children. The childminder knows the families well. She regularly exchanges information about children's care and developmental needs. This helps to ensure a consistent approach.
- Children visit several local parks, woods and other places of interest, including toddler groups and church groups, where they meet with other children and their childminders. Children are friendly towards visitors and eagerly engage with them. This helps to promote their confidence in new situations.
- The childminder networks with the other childminder that she shares the setting with, as well as other local childminders, to share ideas. She gathers feedback from parents to review some aspects of her practice and ensures that her mandatory training is up to date. However, the childminder has not fully considered how she can continue to develop her practice through ongoing professional development opportunities to enhance children's learning even

higher.

- Children take part in daily physical activity. The childminder actively develops their skills. In the garden, children climb the climbing frame and throw beanbags through small hoops. Younger children dig in the sand.
- The childminder continuously assesses children's progress. She records children's starting points and tracks their progress to help inform her curriculum. She responds to children's spontaneous play and emerging interests. As a result, children make good progress.
- The childminder extends some language skills well. For example, she gives commentary to children's play, which helps children develop new vocabulary. However, she is not always consistent in her teaching techniques for promoting other language and thinking skills. For example, she does not always give children enough time to think and respond to spoken prompts, and questions are not always geared to the child's developmental stage and level of understanding.
- The childminder is experienced and passionate about the children in her care. She provides a varied programme to enhance their development, with many different experiences throughout the week. She works well with outside professionals and uses any advice given to reflect and improve the service she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs that could indicate that a child is at risk of harm. She is clear about her responsibilities to report any concerns about a child's welfare to the local safeguarding team. 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. The childminder teaches children to manage risk for themselves. For example, older children confidently recall the rules when using the climbing frame.

What does the setting need to do to improve?

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

- access a wider range of professional development opportunities to further extend the learning experiences of children
- make greater use of opportunities during children's play and activities to increase their thinking skills and promote their language development further.

Setting details

Unique reference number	EY273365
Local authority	Wiltshire
Inspection number	10291713
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 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 December 2017

Information about this early years setting

The childminder registered in 2003. She lives in Calne, Wiltshire. The childminder offers care from 7am to 7pm on Monday to Friday, all year round. The childminder holds an early years qualification at level 3. The childminder accepts funding for the provision of education for children aged two, three and four years.

Information about this inspection

Inspector

Tracey Cook

Inspection activities

- This was the first routine inspection the childminder has 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 and outdoors 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 suitability and training.
- The inspector took account of the views of parents through feedback forms and those spoken to 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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