

Childminder report

Inspection date: 16 December 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder builds strong relationships with the children in her care. As a result, children feel safe and secure. They confidently navigate the playroom and select their favourite toys. Children use their imaginations well as they act out past experiences. For example, they pretend to make breakfast and feed it to the dolls. The childminder encourages the children and celebrates their achievements effectively. This results in children showing high levels of self-esteem and a positive attitude towards learning.

The childminder has clear intentions for children's learning. She understands the importance of children developing strong social skills and learning how to manage their behaviour effectively. Children play well together. They show kindness and respect towards one another. The childminder is a good role model. She encourages the children to use their manners and to wait their turn. The childminder provides gentle reminders to reinforce the rules and boundaries of her home. Children confidently share their thoughts and listen to each other's ideas. This creates a harmonious environment for the children to learn and play.

The childminder ensures that children learn about the world around them. She takes the children out in the community so that they can explore nature and become confident in new surroundings. Children practise their emerging social skills and begin to form new friendships. They meet up with other children during planned special days, such as visits to the zoo and Christmas parties.

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

- Since the last inspection, the childminder has improved her curriculum for mathematics. Children use mathematical concepts and numbers in their play and are learning that mathematics can be fun. They count items and use a range of mathematical language. With support and encouragement from the childminder, children use scales to weigh different items. They predict, for example, if shaving foam will be light or heavy. They then make comparisons, such as comparing the weight of the foam to that of stone.
- Children develop a love for books. The childminder immerses them in the stories and rhymes she reads, using props to enhance their imaginations. She also introduces new words and their meaning to extend children's vocabulary. She repeats words back to the children, using the correct pronunciation where necessary. As a result, children show confidence in communicating and expressing themselves to others.
- The childminder gathers important information from parents about their child's likes, dislikes and current stage of development. She plans activities based on the children's current interests. The childminder observes each child during their

play to identify their next stages of learning. She engages with the children to extend their knowledge. Children make good progress across all seven areas of learning.

- Partnerships with parents are strong. The childminder provides parents with a wide range of support and advice around subjects such as potty training and welcoming new siblings. She keeps parents up to date with their child's progress and development. The childminder takes on board parents' feedback and resolves any concerns quickly. This provides a trusting relationship between the parents and the childminder.
- Children take part in a wide range of activities that support their physical development. The childminder takes the children to a soft-play area and on walks to the park. She encourages the children to climb on the play equipment and take appropriate risks. This strengthens children's core muscles and supports their overall well-being. Children enjoy participating in craft activities and use a range of tools, which helps to develop the muscles in their hands needed for later writing.
- The childminder supports children to start to become independent. For example, she ensures that children can use the toilet and carry out some self-care routines with limited help. Children are keen to help with daily tasks, such as tidying away their toys. However, the childminder sometimes does things for children that they could do for themselves, such as pouring paint and cutting out shapes for them during creative activities and providing them with pre-prepared snacks.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- promote children's independence further through providing even more opportunities for them to do things for themselves.

Setting details

Unique reference number	EY279122
Local authority	Wiltshire
Inspection number	10367981
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 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	5 March 2019

Information about this early years setting

The childminder registered in 2004 and lives in Lyneham, Wiltshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- The inspector and the childminder discussed the provision and the curriculum.
- The inspector observed the quality of teaching and assessed the impact this has 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 self-evaluates and leads the provision.
- The inspector looked at relevant documentation, including paediatric 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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