

Childminder report

Inspection date: 17 January 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 concentrates on developing children's skills and outlines activities and support to help them to progress. She knows the children well. She focuses on their interests and learning needs closely. Parents say that they feel the childminder's provision is the right place for their child and that children do so much with her. Children develop their creativity and coordination well. They make marks with pens and older children draw wonderful pictures of their family, discussing these with the childminder. They test out their ideas, selecting tools and utensils to mould and create patterns in play dough. The childminder offers children useful tips and extra help for the younger ones, as they practise using scissors. Young children explore colour and sort different-coloured animals. Older children work to copy colourful patterns using different shapes. The childminder offers children lots of encouragement and praise as they tackle tasks, and children are pleased with their success.

Children have strong bonds with the childminder and enjoy her company. She is considerate of children's needs and supports their well-being closely. Children show respect for what the childminder has to say, following safety reminders and adapting their actions suitably. Older children form friendships and younger children learn to play cooperatively together.

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

- The childminder is dedicated to the children and families who use her provision. She has good relationships with parents and shares information and ideas with them to help support children's learning at home. The childminder also links with staff at other settings children attend. They all share a comprehensive range of information, to support a consistent approach for children.
- The childminder is aware of her responsibility in helping to keep children safe. She gives them reminders on safe practices, such as helping them negotiate the steps in her garden. She watches and supports children as they challenge their physical skills and children begin to recognise and manage the risks they encounter. She teaches children safe practices when they are out in the community and has taken them to road safety sessions at the local library.
- Children's communication develops well. The childminder gets down to the children's level, modelling words and encouraging them to take turns in conversation. However, occasionally she rushes through some discussions and does not offer children clear explanations to ensure their understanding and promote their learning fully.
- Children learn good hygiene practices and the childminder teaches them about good oral health, such as brushing their teeth after lunch. The childminder provides them with nutritious fruit snacks and healthy drinks. She encourages

them to be active in the fresh air and develop their physical skills playing on equipment in her garden. She supports children to lead healthy lifestyles.

- The childminder is experienced and knows how children learn. She ensures children make good progress and that older children are well prepared for their move on to school. They learn to do things for themselves, and the childminder encourages their perseverance. They peel their fruit at snack time and manage their own self-care needs. They work hard to get their shoes on independently and listen to the childminder's useful tips.
- The childminder outlines what each child needs to learn next and focuses her planned activities and support on closing gaps in their development. However, during some adult-led activities the childminder does not adapt her teaching and support successfully for the differing ages of the children. Some challenges are pitched too high for the younger children and others do not extend the older children's skills as much as possible.
- Children go out into the local and wider community with the childminder, to develop their understanding of the world and their confidence in new situations. They join with other childminders and visit playgroups to mix with other children and develop their social skills. They visit the neighbourhood library and local parks. They also go on outings, such as to the nearby wildlife park.
- The childminder has memberships with childcare organisations and uses their training materials to develop her knowledge of good practice. She links with local authority advisers and other childminders to gain ideas and learn about new guidance.

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:

- take the time to offer children clearer explanations to consistently ensure their understanding and extend their learning fully
- adapt adult-led activities more readily to support the different needs of the children involved, engaging them consistently and supporting their learning to higher levels.

Setting details

Unique reference number	EY283608
Local authority	Wiltshire
Inspection number	10312411
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	7
Date of previous inspection	30 April 2018

Information about this early years setting

The childminder registered in 2004 and lives in Bradford-on-Avon, Wiltshire. She operates 8am to 5pm, Monday, Tuesday, Wednesday and Friday, all year round. The childminder holds an appropriate qualification at level 3. The childminder is in receipt of early education funding for children aged three and four years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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