

Childminder report

Inspection date: 16 March 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

Children show pleasure in being part of the childminder's home and have a real sense of belonging. They have developed very strong bonds with the childminder and feel extremely safe and secure in her care. For example, babies enjoy the nurturing interactions she provides throughout the day. Children behave well and learn how to compromise. They demonstrate their understanding of sharing toys and whose turn is next. Older children are very attentive to their younger friends' emotional needs. They show them how to play with the toys or play a quick game of peekaboo to make them giggle, when they begin to get upset.

The childminder provides a language-rich environment. She constantly engages in conversation as children play. The childminder asks age-appropriate questions and waits for children to respond. She models the correct pronunciation of words, such as 'banana' when children say 'nana'. Children then often repeat the correct word, supporting their early language development. Children show an interest in stories and display a love of books. Older children share familiar phrases with the childminder as they turn the pages of a book. They beam when they receive encouragement and praise from her. This helps to support their development in early reading skills.

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

- Children's emotional well-being is supported effectively by the childminder. New children settle very well into their environment. The childminder works closely with parents to find out about their children before they start. She uses this information to establish care routines that meet children's individual needs. Children are confident to explore and make independent choices from a very young age. They seek the childminder for reassurance or cuddles as they play. Younger children smile as they appreciate the gentle hand the childminder offers when supporting them to go down the slide.
- The childminder uses numbers and simple mathematical language as children play. Older children enjoy demonstrating their knowledge of shapes as they play and name 'triangle' or 'pentagon'. Younger children learn to count as they join in adding items to a pile while the childminder counts them. Children begin to use the language of size, such as 'big' and 'small', during their play.
- The childminder knows the children in her care well. She takes account of their interests when she plans her activities and follows their lead as they play. She monitors children's ongoing achievements across all areas of learning. However, her plans do not focus specifically on what she wants individual children to learn to make rapid progress in their development.
- The childminder values and uses words from children's home language to support them. She encourages families to share key words to help her

understand what children are saying, such as 'water' to drink. Children enjoy using words from different languages, for example German. This helps them make connections in their home language and meets their personal needs.

- The childminder builds positive parent partnerships. Parents appreciate the daily verbal feedback they receive about their children. They value the good ideas the childminder shares, such as on healthy diets and toilet training. However, not all parents know their children's next steps in development to further support their learning at home. Despite this, parents say that the childminder is 'friendly' and 'approachable' and that she provides a safe, secure, 'home away from home' environment.
- The childminder teaches children the importance of healthy lifestyles. They learn about good hygiene routines, such as washing their hands before eating. During kitchen role play, the childminder teaches children about healthy diets and good oral health. Children develop good physical skills through daily outside play. They regularly visit the local parks and markets or play in the childminder's garden.
- The childminder reflects and evaluates her practice effectively. She attends courses to build on her knowledge and help her to improve outcomes for children. Following recent training, she has evaluated the resources she provides for children. The childminder says that this will give more of a 'home-from-home' feeling to support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure and up-to-date knowledge of how to keep children in her care safe from harm. She has a good understanding of what to do if she suspected a child may be at risk of harm. The childminder knows how to follow local procedures and who to contact if she has a concern. This includes what to do if there was an allegation against herself or a member of her household. The childminder provides a safe and secure environment for the children. She reminds them to stay safe as they play and learn, such as telling them to be careful as they climb down the slide.

What does the setting need to do to improve?

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

- strengthen the curriculum plans to focus more specifically on children's individual learning needs
- extend the good communication with parents even further by developing ways to share next steps, therefore helping to build on children's learning at home.

Setting details

Unique reference number	EY289103
Local authority	Wiltshire
Inspection number	10265182
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	0 to 5
Total number of places	4
Number of children on roll	10
Date of previous inspection	26 May 2017

Information about this early years setting

The childminder registered in 2004 and lives in the town of Warminster, Wiltshire. She holds a childcare qualification at level 3 and provides flexible childcare during most weeks of the year. She is eligible to provide funded places for children aged two, three and four years.

Information about this inspection

Inspector

Charlotte Adcock

Inspection activities

- This was the first routine inspection the childminder received since 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 provision.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector spoke with the childminder at convenient times and assessed the effectiveness of safeguarding and care procedures.
- The inspector took account of the parents' and children's views during the inspection.
- The childminder provided the inspector with a sample of key documents on request.

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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