

Childminder report

Inspection date: 10 January 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 shows a kind and caring nature towards the children. She offers them lots of cuddles and reassurance as she welcomes them into her home. Children show they have built a strong bond with the childminder as they ask her questions and invite her into their play. As a result, children feel safe and secure in this home-from-home environment.

The children independently explore the home. They make choices about what they want to play with from the wide range of resources. For example, the children select puzzles and sit on the carpet. They move the pieces around and match them up by identifying the colours. Once the puzzle is complete, the children notice the animals on the puzzle and the different expressions on their faces, saying 'that one is happy and that one is sad'. This strengthens children's critical-thinking skills and helps them to gain an understanding of different emotions.

The childminder understands the importance of children learning about the world around them. The children learn about the life cycle of a plant as they grow different flowers and vegetables in the garden. The childminder has a rabbit, which all the children help to care for. They feed the rabbit vegetables and brush its fur, which encourages children to be gentle and respect all living creatures.

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

- The childminder has a clear understanding of what she wants children to learn. She uses children's interests to plan a range of activities aimed at sparking curiosity and learning. The childminder engages with the children during these activities to extend their knowledge and support them in achieving their next stages of learning. This means that all children make good progress from their starting points across all seven areas of learning.
- Children take daily walks to the local park, where they have space to run around and climb on the equipment. This offers the children different challenges and opportunities to take safe risks. The children walk along the cycle path and kick a football in the field, which has a positive impact on their overall health and well-being.
- The childminder provides the children with a language-rich environment. She continuously narrates to the younger children during their play. The childminder introduces new words to the children and offers them opportunities to repeat the words and use them in context. For example, during a story, the children learn the word 'piano'. As the childminder reads the story, she pauses and allows the children to repeat the word. The children giggle and point as they find the piano in the pictures. This encourages children to learn new words and gain a love of literacy, which will help them with their later reading and writing skills.

- Children show a positive attitude to learning and show determination. For example, during a creative activity, the children use glitter glue. They take the lids off and squeeze the middle as hard as they can, strengthening the muscles in their wrists. The children struggle at first but persevere until they manage to get some out. This empowers the children, developing their confidence and self-esteem.
- Parent partnerships are strong. The childminder keeps parents up to date with their child's development and learning through a daily diary. She highlights children's next stages of learning and ideas for the parents to support learning at home. The parents describe the childminder as caring and nurturing. They value her continued support and guidance on concerns such as challenging behaviour, speech delay and fussy eating.
- The childminder is continuously reflecting on her provision and making improvement plans. She attends regular seminars, to extend and improve her knowledge. The childminder collaborates with local childminders to share and gain new ideas. She works closely with the local schools and pre-schools, to ensure children's care and learning needs are consistently met.
- Since the last inspection, the childminder has been working on providing more mathematics within the environment. She has added books and puzzles with numbers to further support children's early mathematics skills. However, the childminder does not consistently capture all possible learning opportunities. For example, she does not introduce mathematical language or concepts, such as size and capacity, during play, to build on what children already know.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her responsibilities to safeguard the children in her care. She can identify the different signs and symptoms of abuse, including female genital mutilation and domestic violence. The childminder keeps adequate records and knows when to report a concern to the local authorities. She has a clear understanding of the procedure for reporting any allegations made against her or a member of her family to the relevant authorities. The childminder collaborates with other childminders in the area to complete safeguarding audit checks and test their knowledge. She is aware of safeguarding issues in her local area and the effect these can have on young children and their families.

What does the setting need to do to improve?

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

- further enhance the teaching of mathematics, to help children consistently build on what they already know.

Setting details

Unique reference number	EY289137
Local authority	Wiltshire
Inspection number	10234834
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	20 February 2017

Information about this early years setting

The childminder registered in 2004 and lives in Chippenham, Wiltshire. The childminder provides care on Monday, Tuesday, Wednesday and Friday, from 7.30am to 5.30pm, during school term times. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- This was the first routine inspection the childminder 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 and the childminder completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during play and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of suitability, first-aid certificates and child registers.
- The inspector took account of written testimonials from the parents.
- Children spoke 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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