

Childminder report

Inspection date: 10 October 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder is dedicated, knowledgeable and fully committed to providing a wonderfully nurturing, homely and warm setting where children flourish. She implements a varied inspirational curriculum that treats all children as unique individuals. She skilfully plans activities that will both excite children and meet their next steps of learning. For example, she introduces carefully planned interventions, working closely with other professionals and parents to help close the gaps in children's learning. Children benefit from a varied programme of trips, including to toddler groups and care homes, to develop children's social skills and understanding of the world around them.

The childminder provides an exceptionally calm and well-ordered environment and simple, predictable routines that create a safe and consistent experience where children swiftly grow in confidence. She skilfully adapts her communication to suit the needs of individual children, using signing and picture systems to help children to understand what is happening now and next to promote a sense of security. Children quickly gain the skills necessary to independently wash their hands, select their activities and dress themselves. They display exceptionally high levels of well-being and become deeply involved in their play. Children demonstrate immense pride as they achieve simple tasks by themselves. Even the youngest children are very independent and encouraged to do things for themselves. They show that they are happy, confident and have excellent self-esteem.

The childminder consistently models respectful and harmonious behaviour that she shares with children. She sets very clear boundaries for children's behaviour, reminding them to use good manners when asking questions. Children are exceptionally well prepared for school because the childminder works with teachers to identify what children need to learn and provides attentive individualised support for every child.

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

- The childminder organises a curriculum with a strong focus on developing children's communication and language skills. She promotes children's speaking and listening skills superbly. She introduces new vocabulary to them through stories, songs and conversations that are linked to children's play and fascinations. The childminder gives the children time and space to share their thoughts and feelings. She repeats words back to children, helping them learn new vocabulary. She celebrates with the children as they use the new words in play. Children become skilful and motivated communicators.
- Partnerships with parents are very effective. Parents feel extremely well supported by the childminder. They say that 'she goes above and beyond' to

provide excellent care for their children. For example, the childminder attends open days with parents to help them find a suitable school for their children. She helps them complete the paperwork and supports both parents and children with the transition. This gives children the best possible start as they progress through their educational journey.

- Following meetings with teachers at local schools, the childminder attended training to help her to further develop children's early mathematical skills in preparation for school. She uses mathematical language extensively as children play and in daily routines. As a result, children confidently count and demonstrate a good understanding of number. For example, they routinely count the pieces as they cut a banana.
- The childminder provides plenty of opportunities for children to make marks to develop their early writing skills. She encourages the children to explore their love of writing by providing a large range of mark-making tools throughout the setting. This has a very positive impact on children's developing hand-eye coordination. For example, children are confident to paint and draw with exceptional care. They show an excellent understanding of pencil control as they make marks. Children's artwork is proudly displayed by the childminder on the art wall.
- The childminder uses assessment effectively to identify gaps in children's learning. She makes timely referrals to external agencies when needed and attends additional training to support children's individual needs to help her provide the best possible support for all children. She works closely with outside professionals to put effective individual plans in place. For example, she visits specialist settings that children attend to learn effective ways to nurture children's development and emotional well-being to provide continuity of care and learning. She shares targets with parents and other settings, which has a positive effect on narrowing gaps in learning.
- Children sit and eat together at mealtimes. Healthy food is prepared daily for the children, including a hot meal. The childminder models how to use cutlery and support children's lively conversations. Children are offered choices and make decisions of what foods they would like to eat. Children learn about different foods through planting, cooking and tasting foods from different countries. Children develop a positive attitude to food, and they behave courteously at the table.
- The childminder is highly focused on continually raising the quality of the provision and her own skills and knowledge. Extensive professional reading and training have supported her to develop her knowledge, which she uses effectively to benefit children's learning. She seeks feedback from outside professionals and parents to help her reflect on the care she provides and uses this information to continuously improve her practice. As a result, children benefit from high-quality learning that helps them to make the best possible progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY289941
Local authority	Wiltshire
Inspection number	10363960
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	17 January 2019

Information about this early years setting

The childminder registered in 2004 and lives in Chippenham, Wiltshire. She operates all year round, from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. She holds early years professional status. The setting offers government-funded places.

Information about this inspection

Inspector

Tracey Cook

Inspection activities

- The inspector observed the childminder's interactions with the children indoors 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 spoken to on the day and through feedback forms.
- The inspector carried out 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024