

# Childminder report

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Inspection date: 7 February 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are very settled and happy in this caring and homely environment. They have great bonds with the childminder, regularly coming up to her for reassuring hugs, before going off to play again. The childminder knows all the children very well. She uses this knowledge to provide interesting and stimulating activities that meet their interests and developmental level, offering further support where needed. She tunes in to the children, trying hard to understand the youngest children's words. She keeps persisting until she finds out what the young children want. For example, when children repeat unintelligible words and point at the shelf, the childminder picks them up and encourages them to get the toy they want. Children smile as they have been understood, and their needs and wants are being met.

The childminder has good communication with parents, right from before children start. For example, parents complete an 'All About Me' form before their children begin, helping the childminder to know where to start with supporting children's learning. Parents are very happy and love the homely feel and the activities and outings the childminder provides. Children behave very well and are making good progress.

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

- The childminder supports children's communication skills well. She plays with children at their level and talks to them about what they are doing. She gently corrects children if they mispronounce a word by repeating it correctly. For example, when children say 'boo' when talking about colours, she repeats, 'That's right, it's blue.' The childminder has lovely relationships with all the children. She is enthusiastic for them to learn new skills and to check their knowledge. However, sometimes this means that she asks the children too many direct questions, which they often choose not to answer, limiting conversations.
- The childminder regularly evaluates her setting and attends training to ensure she keeps up with current practices. She makes changes based on this new knowledge and the needs of the children in her care. She is organised and notes down when her next training courses are due, such as paediatric first aid, to ensure children in her care are safe.
- Children enjoy practising new mathematical skills as they play. For example, when playing with toy dinosaurs, the children and childminder count them together. When the childminder asks for two dinosaurs, young children count them correctly and hand them to her. They also stack the rainbow-shaped toys, thinking about which size comes next.
- Children have many opportunities to support their developing muscles. For example, they enjoy painting with a selection of different-sized brushes, some

very small, where they have to make small and large movements, such as when painting with water outside. Children are encouraged to try new skills, including jumping with two feet together and climbing in the park.

- Children have control over their own learning. They can choose toys from labelled drawers or request other toys that are not out that day. However, they do not always have access to many resources that teach them about different cultures and people in everyday play. Children regularly play in the garden and go on walks around the local area. They are encouraged to manage risks, deciding for themselves if they are able to run down the slope and balance.
- The childminder links well with parents. She keeps them informed about their children's learning and works with them on any areas where children may need extra help. This ensures consistency between home and the childminder's setting and helps the children to make good progress.
- The childminder supports children to learn to share and puts strategies in place to help them with this. For example, if children want to play with the same toy at the same time, she uses a timer, so children can see how long it will be until their turn. Children are kind and respectful and get along with each other well.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of how to keep children safe. She has a good knowledge of the signs and symptoms that may show a child is at risk of harm. She has good systems of recording these concerns and knows how to report them. The childminder keeps her knowledge up to date by attending regular training and ensures all adults in the house are suitably vetted. She helps children learn to keep themselves safe when out and about. She ensures parents are aware of safeguarding policies and know their responsibilities, including not using mobile phones in the setting.

## What does the setting need to do to improve?

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

- raise the quality of children's learning even further by providing more opportunities for them to learn about different cultures and people
- develop children's communication and language skills further by allowing them time to think and engage in conversations, with less questioning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY298810                                                                          |
| <b>Local authority</b>                             | Wiltshire                                                                         |
| <b>Inspection number</b>                           | 10262908                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 5                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 7 April 2017                                                                      |

## Information about this early years setting

The childminder registered in 2004 and lives in Melksham, Wiltshire. She provides year-round care from Monday to Friday. The childminder holds an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Joanne Neenan

### 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about children's learning and development.
- The childminder and the inspector discussed how the childminder organises their early years provision.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the interactions between the childminder and 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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