

Childminder report

Inspection date: 4 May 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

This warm, nurturing childminder provides children with a safe and secure environment in which to thrive. She builds strong bonds with the children and their families. The childminder gives the children lots of praise and encouragement, which builds their self-esteem. She offers them gentle reminders at key moments to reinforce boundaries and behaviours. This enables children to understand the rules of the home.

The childminder follows a child-led approach to children's learning. She gives the children a range of choices about what they want to do and learn. Two- and three-year-old children decide to play with some toy animals in the sand tray. They use their imagination and creativity to create a zoo. The childminder engages with the children during their play. She uses open-ended questions to spark conversations and extend their knowledge past what they already know. This supports children to progress and achieve their next stages of learning.

The childminder collaborates with a group of local childminders. They support each other by sharing ideas and advice. The childminder runs a craft morning at her home once a week for the childminders and their children. This enables the children to develop their social skills and build new friendships.

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

- Children confidently communicate their own wants and needs. They share their thoughts and ideas with others. The children talk to the babies, who happily babble and point. They take turns singing familiar nursery rhymes and enjoy listening to stories. The childminder narrates to the children during their play and introduces new words. This develops children's early language skills and builds their vocabulary.
- The childminder builds strong relationships with the families of the children in her care. She keeps parents informed about their child's learning and development. Parents receive ideas and activities to support children's learning at home. They get support and advice on potty training and behaviour strategies. Parents state that their children are making clear progress and enjoy their time with the childminder.
- Children benefit from spending time outside daily. They play in the large secure garden, where they draw on the patio with chalk and race around on ride-on toys. The childminder takes the children for walks to the local parks. The children burn energy as they run around and climb on the play equipment. This strengthens their muscles and allows them to develop coordination skills.
- The childminder has a clear understanding of what she wants children to learn. She plans activities based on the children's interests and their next stages of

learning. However, the childminder does not adapt planned activities to meet the learning needs of the babies in her care. This means that they become disengaged in these activities, which impacts on their overall learning experience.

- Children show a keen interest in the wider world. They learn about different animals, their habitats and life cycles. The children make bird feeders and learn about the life cycle of a butterfly. They explore sea creatures in the water tray and discuss which of them have teeth. The childminder reinforces learning through books, which creates a love of literacy. The children become excited as they look at a book about sharks. They share their knowledge with each other as they name the different parts of a shark, the different types and what they eat.
- The childminder shows a love of learning. She attends a range of online seminars to support her practice and knowledge. The childminder has introduced new books to spark conversations about where people live, to develop children's sense of self. However, the childminder does not support children to understand what makes them unique. This means that children are not yet learning how to celebrate other people's similarities and differences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to keep children safe from harm. She can identify the different signs and symptoms of abuse, including female genital mutilation. The childminder demonstrates an understanding of the process to follow when reporting concerns about a child and the importance of keeping adequate records. The childminder knows to report any allegations made against her or a member of her family to the relevant authority. She completes first-aid training and a range of safeguarding training to keep her knowledge up to date. The childminder carries out daily risk assessments of her home.

What does the setting need to do to improve?

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

- identify how planned activities can be adapted more precisely to match the learning needs of babies
- develop children's understanding of diversity and what makes them unique, and provide opportunities for them to explore similarities and differences between themselves and others.

Setting details

Unique reference number	EY310090
Local authority	Wiltshire
Inspection number	10285552
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 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	10 October 2017

Information about this early years setting

The childminder registered in 2005 and lives in Chippenham, Wiltshire. She operates from Monday to Friday all year round. The childminder holds a childcare qualification at level 3. She provides funded early years education for two-, three- and four-year-old children.

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector and the childminder had a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during indoor and outdoor play and assessed the impact on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how she evaluates the provision.
- The inspector looked at relevant documentation, including evidence of the childminder's suitability to work with children, paediatric first-aid and safeguarding certificates.
- The inspector took account of written testimonials from 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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