

Childminder report

Inspection date: 18 November 2021

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

The provision is good

Children are happy and content in the childminder's home. She provides a warm and stimulating environment where children feel safe and secure. Children show how settled they are as they independently access the resources in the environment and make choices in their play. The childminder has a very calm and nurturing nature with children. She has formed strong attachments with children to support their emotional well-being and their sense of belonging. She encourages children to share and take turns. As a result, children's behaviour is good. The childminder is a positive role model for children and treats them with respect. She gives children continuous encouragement and praise for their achievements. The childminder engages in meaningful interactions with children to develop their play and learning further. For instance, she happily joins in with children's imaginative play as they pretend to be hairdressers.

The childminder has developed strong partnerships with parents. They are complimentary about the childminder and the care she provides. Parents describe her as 'passionate' and 'creative'. They comment on the good progress their children have made since starting with the childminder. Parents praise the childminder for her effective communication skills and feel that they are always well-informed about their children's learning and development.

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

- Children benefit from plenty of exercise and daily walks in the fresh air. The childminder provides a range of activities and experiences to enhance children's understanding of the local community. These include regular outings to local parks, woodlands and farms. The childminder regularly meets up with other childminders and the children in their care. Children develop good social skills, make new friends and are prepared for the next stages in their learning, including starting school.
- The childminder ensures that each child's individual care needs are well met. For example, children are happy to have their nappy changed or go for a sleep when feeling tired. The childminder supports children to be independent. For example, older children wash their hands, feed themselves and help to tidy away resources when they have finished using them.
- The childminder promotes children's early communication and language development well. She uses commentary as children play and repeats key words. She speaks clearly and introduces new words and ideas into children's play. For example, children eagerly explore ginger as they read the 'Gingerbread Man' story together. They use their senses and recognise that it smells like their gingerbread biscuits. Children enjoy singing activities. They giggle with delight as they take it in turns to choose their favourite songs to sing. Children excitedly

clap and sing along to the tunes of a variety of nursery rhymes.

- The childminder has a good understanding of how children learn and develop. She observes children as they play and assesses their learning and development. However, at times, the planning of the curriculum is not ambitious enough to help children make the best possible progress. For example, some activities are too broad and do not always focus precisely on what children need to learn next.
- Overall, the childminder's quality of teaching is good. She uses effective questioning skills to extend children's learning and play. Children show motivation to learn. However, at times, the childminder does not fully consider the differing levels of concentration and engagement of the youngest children, particularly during group activities. This means that younger children occasionally struggle to remain highly engaged in their learning.
- The childminder meets regularly with other childminders within the community to share ideas and reflect on her practice. She is keen to continue with her professional development. She has completed online training to develop an understanding on how to implement aspects of the early years foundation stage reforms. This is in addition to regular mandatory training.
- Due to the COVID-19 pandemic, parents are unable to enter the childminder's home. The childminder makes good use of verbal feedback and electronic communications to share information with parents about their children's day. Therefore, this change has had no direct impact on children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the procedures to follow should she have any safeguarding concerns. She recognises the possible signs and symptoms of abuse and has good knowledge of a wide range of safeguarding issues. She knows who to contact if she has concerns about the welfare of a child. The childminder ensures that risks to children in her home are minimised. She supervises children at all times, both in her home and on outings. The childminder implements effective policies and procedures to keep children safe and shares these with parents.

What does the setting need to do to improve?

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

- strengthen ongoing planning to provide an ambitious curriculum that precisely focuses on children's individual needs and next steps
- review the resources and the organisation of group activities to fully engage and support younger children in their learning.

Setting details

Unique reference number	EY313362
Local authority	Wiltshire
Inspection number	10125587
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	30 March 2015

Information about this early years setting

The childminder registered in 2005. She lives in Erlestoke, Devizes, Wiltshire. The childminder has a relevant childcare qualification at level 3. The childminding service operates Monday to Thursday, throughout the year.

Information about this inspection

Inspector

Terri Breakwell

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 provision.
- The inspector observed the quality of interactions between the childminder and children. She evaluated the impact that these had on children's learning. The childminder spoke to the inspector about the curriculum that she provides for children.
- The childminder carried out a joint evaluation of a planned activity with the childminder. Together, they evaluated children's learning and development.
- The inspector viewed the areas of the childminder's home used for childminding. She viewed essential documents, including the childminder's first-aid training certificate.
- The inspector spoke with the children at appropriate times during the inspection. The inspector read some feedback from parents and considered their views.

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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