

Childminder report

Inspection date: 5 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

Children are very happy and comfortable in the childminders' welcoming home. The childminder is nurturing and caring, which helps children to develop secure and caring bonds with her. Children demonstrate that they feel safe and secure as they go to her for cuddles. Children behave well and play contentedly with the childminder.

Children develop a good understanding of the world as they develop a love of technology. They explore the sensory music and light toys. They concentrate well as they investigate how things work. For example, children spend time persevering to work out how to press the button of a torch to turn it on and off. Children develop good physical skills. For example, they enjoy the indoor slide and colouring with the pencils.

Children use their imagination and make links to experiences from home. They pretend to make cups of tea, filling plates with make-believe food. Children become engrossed in role play. They are developing the skills needed for their next stage of learning.

The childminder plans a balanced curriculum that focuses on developing children's communication, social and physical skills. She tracks children's learning to ensure they make good progress, working with parents and other professionals to close any gaps in development.

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

- Children show a genuine love of literature. They spend lots of time looking at books independently and point to books they want the childminder to read.
- Children show that they are confident as they explore their environment. They develop their independence as they choose what they want to play with. For example, they point to what they wish to play with inside. However, there are less choices in the outdoor area for children who prefer to explore and learn outside.
- Children learn about different cultures and countries through festivals and visits in the local community, such as childminder groups and visits to local soft-play centres and farms.
- The childminder has established effective partnerships with other providers and outside professionals. She regularly exchanges information about children's developmental needs and uses advice given to her by professionals to help children learn and develop.
- Parents speak highly of the childminder and the service she provides. They say that she is kind and caring and has made strong bonds with their children.

Parents feel that communication is good. The childminder keeps them updated about their children's progress. She shares next steps and ideas to continue children's learning at home.

- The childminder networks with other childminders to share ideas. She gathers feedback from parents to review some aspects of her practice and ensures that her mandatory training is up to date. However, the childminder has not fully considered how she can continue to develop her practice through ongoing professional development opportunities. This is particularly to enhance her understanding of children with special educational needs and/or disabilities (SEND), so she can support their learning more effectively.
- The childminder helps children develop good communication and language skills. She reads stories and sings songs throughout the day. She helps children pronounce words clearly and learn new words. She uses picture prompts for children with SEND to reinforce their understanding.
- Good care routines are in place. The childminder teaches children to wash their hands before snack and encourages them to put their own shoes on. This supports their independence and self-help skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs that could indicate that a child is at risk of harm. The childminder is clear about her responsibilities to report any concerns about a child's welfare to the local safeguarding team. The premises are very safe and secure. The childminder monitors sleeping children regularly. She supervises children constantly as they play, indoors and outdoors, and while they are eating. This ensures children's safety while they are in her care. The childminder teaches children to manage risk for themselves. For example, children know that if they climb on high furniture, they may fall.

What does the setting need to do to improve?

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

- provide more opportunities for outdoor learning to encourage children who learn better outside to make their own choices about where they play
- review professional development targets to further strengthen knowledge and teaching skills and support children with SEND.

Setting details

Unique reference number	EY314548
Local authority	Wiltshire
Inspection number	10280079
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	3 to 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	19 September 2017

Information about this early years setting

The childminder registered in 2005. She lives in Calne, Wiltshire. She provides care between 7am and 6pm, every weekday throughout the year. The childminder has a relevant childcare qualification at level 3. The childminder receives free early education funding for children aged two, three and four years old.

Information about this inspection

Inspector

Tracey Cook

Inspection activities

- This was the first routine inspection the childminder has 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 childminder.
- 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 through feedback forms and those spoken to on the day.
- The inspector completed 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.

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