

Childminder report

Inspection date: 9 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 and welcoming childminder greets the children with a friendly smile. On arrival, the children find their names and self-register. This gives them a sense of belonging and helps them to begin to recognise their own name. The childminder prides herself on building strong bonds with the children and families in her care. She celebrates each child's achievements, which builds their self-esteem and confidence. The childminder has clear intentions for children's learning, which enables them to make good progress from their starting points.

Children make choices about what they want to do. They select their favourite toys and explore the play environment. The children explore the sandpit with diggers. They notice small flakes of gold in the sand. This sparks children's curiosity and imagination. The children pretend to be pirates as they look for more treasure. They use sieves and spades to find the gold. The children become excited as they show each other how much they have found. The childminder supports children's early mathematical skills by encouraging them to count their treasures and uses language such as 'more' and 'less'.

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

- The childminder has a clear understanding of what she wants children to learn. Her curriculum is a blend of child-led play and adult-led activities. The childminder engages with the children during their play to extend learning past what they already know and can do. However, the childminder does not consistently plan adult-led activities with children's current interests in mind. This causes the children to lose focus and wander off.
- The childminder teaches children the importance of taking care of their bodies. She encourages them to make healthy choices. The childminder has discussions with the children about the importance of daily routines, such as brushing their teeth and washing their hands. This helps build positive attitudes towards their health for their later life.
- Children participate in a wide range of physical activities. They move their bodies to music and enjoy kicking a ball around the garden. The childminder takes the children for walks in the community. They visit the local parks, where the children have space to run around and climb on the play equipment. This allows children to burn off excess energy and develop their coordination skills.
- The childminder supports children's communication and language development. She uses open-ended questions to spark their ideas and thoughts. The childminder introduces new words and meaning. She reads the children stories and sings familiar nursery rhymes, which enhances their overall vocabulary and language skills.
- Parent partnership is strong. The childminder keeps the parents informed of

their children's progress. She provides the parents with support and guidance on issues such as potty training, fussy eating and managing behaviour. Parents receive communication about their children's day and photos of the things they have enjoyed. They praise the childminder for the relationships she has with the children and that she is seen as an extended part of the family.

- The childminder continuously reflects on the care she provides. She attends regular training to ensure she refreshes her knowledge. The childminder takes on board feedback given by parents and older children in her care. She implements any changes needed, which ensures all children enjoy their time in her home.
- Overall, children behave well. The childminder encourages the children to use their manners and to be kind to one another. She helps young children to share the resources and play alongside each other. However, the childminder does not reinforce everyday routines consistently. This causes children to not listen at transition times and causes confusion about what is happening next.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard the children in her care. She is able to identify the signs and symptoms of abuse. The childminder attends regular training to ensure she has up-to-date knowledge of all safeguarding concerns. She knows how to report an allegation against herself or any member of her family to the relevant authorities. The childminder ensures she shares information with parents to help them to keep their children safe online. She ensures she follows the same advice and guidance as the school to ensure continuity of information.

What does the setting need to do to improve?

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

- constantly engage children in activities that sustain their concentration and focus, to extend their learning to the highest levels
- ensure daily routines and boundaries are fully embedded to ensure children understand what is happening next.

Setting details

Unique reference number	EY334389
Local authority	Wiltshire
Inspection number	10263488
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	2 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	3 May 2017

Information about this early years setting

The childminder registered in 2006 and lives in Purton near Swindon. She works with her daughter, who is also a registered childminder. The childminder operates her provision from 7.30am to 5.30pm on Monday to Thursday and from 3pm to 4.30pm on Friday, except for bank holidays and during family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- This was the childminder's first routine inspection 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 and the childminder completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during both indoor and outdoor play and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder and her co-childminder to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of suitability, paediatric first-aid certificates and accident forms.
- The inspector took account of written testimonials from parents and older children.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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