

Childminder report

Inspection date:

29 November 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children settle quickly and are confident in the welcoming, well-organised environment, which enables children to lead their learning. The childminder links activities to topics and children's interests, to motivate them in their next stages of development. For example, older children learn to follow a sequence of colours and create their own, as they play with toy bricks. They count confidently, recognise larger numbers and know which tower is taller. Young children enjoy exploring and know how to operate technical toys. Children enjoy the company of others and develop good social skills through daily routines, such as snack time. They explore this further in their role play and extend their imaginations. Children develop a love of books and use them independently, as well as enjoying stories with adults. Parents confirm how well the childminder communicates with them, so they know what their children are learning and how they are developing. They comment on how much they appreciate parental advice and support. They particularly mention how well their children are developing in their social skills and speech. Parents describe the childminder and her assistants as welcoming and caring.

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

- Since her last inspection, the childminder has ensured that she plans her curriculum intentions well. She knows how to sequence learning and help children make good progress. She has worked well with her assistants to improve the quality of teaching. However, assistants do not make full use of planned activities to help older children do as much as they can for themselves. For example, they separate bricks for children, find resources, and sharpen pencils, missing the opportunity to use to support their learning further.
- The childminder has reviewed her practice successfully and reinstated her previous method of monitoring children's development. She has found that this helps her and her assistants to identify any gaps and focus better on what children need to learn next. They share children's next stages of development with parents and other settings, to be consistent and support learning at home.
- The childminder and her assistants have focused on improving their support for children's language and communication skills. For example, they now use sign language to aid non-verbal children and they pause when speaking, so that children can fill in familiar words. They narrate what children are doing and repeats mispronounced words back correctly. They engage older children in good discussions and ensure they are being good role models when speaking to children.
- Children are inquisitive and adults provide additional resources to develop their curiosity further. For example, when a young child is fascinated by zips, they give them different fastenings to attempt. Children are eager to take part in whole-group activities, such as singing. Adults use this well to help children

extend their vocabulary, recall actions and words, and take turns choosing. However, due to too many distractions, children do not concentrate and engage as well as they could.

- Children are independent in their self-care skills. Following the last inspection, the childminder has introduced a hygiene station, where even the youngest children can get a tissue and using a mirror, learn to wipe their nose. They dispose of the tissue and clean their hands. At snack time, older children peel fruit and cut it, and open their drinks bottles independently. Children put on their shoes and find their draw to keep their personal belongings in.
- Children have positive relationships with each other and the adults. The childminder and her assistants provide good support for children to manage their feelings and understand their emotions. They help young children gain confidence and resilience to things that frighten them. Children understand the adults' expectations and behave well.
- The childminder seeks feedback from parents, children and her assistants. She uses this successfully to make changes to the environment, activities or information provided to parents. The childminder supervises her assistants and accurately identifies where they can develop their practice. She is eager to continue making improvements and raise the quality of the provision further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants are undertaking a safeguarding qualification at level 4. As a result, the childminder has introduced more robust ways of monitoring children's well-being and welfare. All adults have a good understanding of child protection, including wider issues, such as extremism and radicalisation. They know who to report concerns to and who to go to outside of the provision if they should be concerned about a colleague. The childminder and her assistants carry out good risk assessments on and off the premises, to help keep children safe. They help children to understand about safety and to manage age-appropriate risks.

What does the setting need to do to improve?

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

- focus professional development for assistants on making greater use of planned activities, to enable older children to manage as much as they can for themselves
- improve the organisation of whole-group activities to enable children to concentrate and engage fully.

Setting details

Unique reference number	EY348193
Local authority	Wiltshire
Inspection number	10226803
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 5
Total number of places	12
Number of children on roll	12
Date of previous inspection	1 February 2022

Information about this early years setting

The childminder registered in 2007 and lives in Larkhill, Wiltshire. She works with assistants. The childminder operates from Monday to Thursday, all year round. She holds a childcare qualification at level 3. The childminder receives funding to provide free early education for children aged three.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises her provision and her curriculum intent.
- The inspector observed the quality of education being provided and the impact on children's development.
- The childminder and inspector carried out a joint observation on a planned activity led by one of the assistants.
- The inspector spoke to the childminder and her assistants at convenient times.
- Parents left written feedback and the inspector spoke with children. The inspector took account of 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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