

Childminder report

Inspection date: 5 February 2024

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 feel secure in the childminder's care. She helps new children settle well and shares warm, close relationships with them. The childminder is attentive to children's individual needs. When children first start attending, the childminder gathers information from parents about their care needs to enable her to follow their routines from home. This helps children to feel safe and emotionally secure. The childminder designs a broad and interesting curriculum to successfully prepare children for future learning, including moving on to school.

Children behave well. The childminder uses different strategies and positive language to encourage children's good behaviour. For example, the childminder says, 'good job' and 'well done' as children concentrate well to push pegs into holes. The childminder helps the youngest children to develop their physical skills well. For example, she ensures clear pathways, so they can practise their walking and balance. She monitors children's progress effectively and addresses any learning needs successfully.

The childminder ensures good communication with parents. She exchanges daily information about children's learning and activities. Parents are fully involved in their children's learning.

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

- Children gain a strong love of books and stories. They enjoy sharing stories with the childminder and looking at pictures in books. The childminder introduces new words to very young children, such as 'fox' or 'helicopter', as they explore the characters in the story or play with the resources.
- The childminder is kind and caring. She provides support and reassurance to children as they settle in her care. She continually talks with the children as they play, building on their vocabulary and extending their understanding.
- Children develop a good understanding of the importance of being active and keeping themselves healthy. The childminder takes the children on nature walks and makes the most of the outside environment for learning opportunities. For example, children enjoy splashing in puddles, picking up sticks and collecting their 'treasures'. This builds on their knowledge and helps them to develop a good understanding of the world.
- The childminder provides a wide range of learning opportunities. Overall, the curriculum prepares children for taking the next step in their development. However, the childminder does not use her observations of the youngest children to focus her planning sharply enough. For example, occasionally during activities the children, instead of focusing on the learning opportunities, open cupboard doors or drawers because the activity is not tailored sufficiently to their interests.

As a result, they are not engaged effectively.

- The childminder monitors children's progress carefully. Children explore the environment confidently. The childminder sings songs with the children during routines and activities. Children copy the action rhymes and younger children find it a comfort and cuddle into the childminder for a sleep as she sings.
- The childminder continually reviews her provision and looks at different ideas to extend children's learning. She talks to other childminders to share ideas. She has a keen interest in developing her own knowledge about children with special educational needs and/or disabilities and has begun to read and find out information to help her recognise when children need additional help.
- The childminder is a positive role model and is sensitive and kind. She interacts well with children and makes the most of incidental learning as she plays alongside them. For example, she counts with them as they build towers with bricks. She introduces shapes such as circles as children experiment with making marks on paper. This extends children's learning successfully.
- The childminder keeps in contact with other settings children attend, in order to provide consistency by sharing information about children's learning and progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- use observations of younger children's learning more effectively to better inform planning, so that all learning experiences consistently engage them.

Setting details

Unique reference number	EY362924
Local authority	Wiltshire
Inspection number	10311752
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 April 2018

Information about this early years setting

The childminder registered in 2007 and lives in Devizes, Wiltshire. She provides care for 48 weeks a year, from Monday to Friday. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- This was the first routine inspection that 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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on children's personal, social and emotional development.
- The inspector observed the interactions between the children and the childminder.
- The inspector looked at relevant documentation.

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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