

Childminder report

Inspection date: 11 May 2021

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 are extremely happy and settled in the childminder's care. They are confident to join in with the activities, enthusiastically singing songs and talking about the pictures in a storybook. Children show interest in the plentiful resources and experiences available to them. When taking part in a treasure hunt in the garden, for example, they were keen to look for the objects that they had pictures of and to put them on the tray.

Children have plenty of opportunities to develop their communication and language skills. They are confident talkers, and the childminder engages them well in conversations and helps them take turns to listen to one another. She broadens their vocabulary regularly, reinforcing that the 'bannister' is what they hold on to when they go up and down the stairs. Children concentrate well and are keen to share their thoughts and ideas. They are proud of their achievements and keen to share these with others. For example, they show the childminder their name and sound out the first letter of this.

The childminder has communicated well with parents throughout the COVID-19 (coronavirus) pandemic. She has checked on their children's welfare and shared government guidance with them. She has continued to share important information with parents about their children's daily routines and achievements since they have returned. Although parents do not come into the childminder's home, they speak with her in the garden. They also communicate via emails and text messages so that they can work together to support children's all-round development.

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

- Children develop strong relationships with one another and the childminder. They readily invite the childminder into their play, and she shows interest in what they have to say, which develops their self-confidence and self-esteem. The children play together cooperatively. They enjoy making a game in the garden playhouse and take turns to throw soft balls through the round and square windows.
- Children behave well and know what is expected of them. They learn to use good manners and remember to say 'please' and 'thank you'. The childminder uses effective techniques when children fail to follow the house rules. When children run around inside, she distracts them by challenging them to see who can crawl the fastest.
- The childminder reflects effectively on her practice and is aware of the areas she needs to improve. She has attended training to prepare herself for the implementation of the reforms to the early years foundation stage. The childminder has also kept up to date with mandatory training and has the

required paperwork in place to help ensure that her provision runs smoothly.

- The childminder knows what she wants the children to learn and how to support them to gather the knowledge and skills they will need for starting nursery or school. Children have plenty of opportunities to develop their physical skills, such as climbing, balancing and strengthening their hand muscles in readiness for early writing. However, at times, the childminder restricts children's developing independence by completing tasks for them, such as putting shoes on for children who can do this themselves.
- The childminder knows the children well, checks their levels of development and identifies what they need to learn next. She plans experiences to support children to make good progress and to check no one is falling behind. However, at times, the way an activity is organised means some children lose interest. This means that some elements of activities, such as finding items on a treasure hunt, are not well matched to the ages and stages of the children.
- The childminder has been creative in how she works with other settings children attend and those they are due to start. The COVID-19 pandemic has placed some restrictions on how she communicates but she has done this electronically. As restrictions ease, she intends to visit these other settings in person so they can support children's learning more consistently.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her knowledge of child protection issues, including wider safeguarding protocols and the procedures to follow if she is concerned about a child's welfare. The childminder has thought carefully about her e-safety policy and is very aware of the issues that children can face online. The childminder places a strong emphasis on promoting children's safety. She ensures that her premises are safe and secure, indoors and out, so children can play and explore in safety.

What does the setting need to do to improve?

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

- increase opportunities for children to develop their independence skills
- ensure that activities consistently build on children's secure knowledge and skills and are planned to meet the developmental needs of the children taking part.

Setting details

Unique reference number	EY370595
Local authority	Wiltshire
Inspection number	10099171
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 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	14 February 2019

Information about this early years setting

The childminder registered in 2008 and lives in Atworth, Wiltshire. She operates from Monday to Thursday before and after school, term time and during the school holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Jenkin

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 setting.
- The inspector observed an activity and evaluated this with the childminder.
- Children spoke to the inspector about what they enjoy doing at the childminder's home. The inspector spoke to the childminder at appropriate times during the inspection.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The inspector viewed some documentation, including training certificates, the attendance register and insurance. She read written feedback from the children's parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021