

Childminder report

Inspection date: 27 April 2022

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 thrive in this home-from-home environment. The childminder and her assistant build strong relationships with children. They celebrate children's achievements, which strengthens children's confidence and self-esteem. Children feel safe and secure in the home. They independently access resources that spark their interests and enjoyment. Children laugh as they ride around on tractors and wear farmer's overalls.

The childminder promotes children's independence and self-care. Through planned activities, children learn about healthy eating and the importance of good oral hygiene. For example, they play with toothbrushes and toothpaste, while discussing oral health routines. Children are confident communicators. They listen to each other and share ideas. The childminder encourages children to develop independence by providing them with the tools to achieve it themselves. Children put on their coats, using the 'magic coat trick', and are confident to ask for help when needed.

Children benefit from and enjoy outdoor learning. There are plenty of opportunities for children to have hands-on experiences with animals, such as lambs. For example, they bottle feed lambs as they discuss the different uses for wool. Children go on trips into the community. They visit local parks, farms and soft-play centres. On walks in the community, children learn about road safety and develop a greater understanding of the area in which they live.

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

- The childminder and her assistant gather information from parents to understand what children already know. The childminder plans theme-based activities that incorporate children's interests and current learning goals. This supports children to learn all aspects of a topic and covers all seven areas of learning.
- Children develop good communication and language skills through meaningful interactions. The childminder's assistant repeats words back to the children during stories and play, supporting children to learn how to pronounce words correctly.
- Children behave well. They receive regular praise and gentle reminders from the childminder and her assistant to enforce positive behaviours. However, when behaviours become challenging, the childminder and her assistant miss opportunities to further support children to manage their feelings and behaviour.
- The childminder and her assistant model good hygiene practices, washing their hands regularly and making healthy snack choices. They openly discuss the effects that certain foods have on our bodies and teeth. Children talk about

germs on their hands and how the germs can make them sick.

- The childminder and her assistant reflect on their provision well by gaining the feedback of parents and children. Feedback from children highlighted that they would like to do more creative activities and outings. The childminder and her assistant work well together. They hold weekly meetings to plan activities and reflect on their practice. The childminder attends training courses to further improve her practice and business.
- The childminder and her assistant go above and beyond to support parents and carers. They offer a range of childcare options to support families juggling shift work. Parents praise the childminder and her assistant, stating that they are always free to listen and offer advice. Parents receive regular feedback on their children's development and feel part of their children's learning. The childminder keeps parents updated by using a range of methods, including newsletters, messaging and face-to-face meetings.
- The childminder supported children well during the COVID-19 pandemic restrictions. For example, she read stories to the children over video calls. Each child received a present on their birthday. The childminder supported home learning with rainbow packages full of enjoyable activities. To keep in touch, the childminder met up with families at a safe distance, offering support and guidance.
- Children have opportunities to be physically active. For example, they build strong muscles as they run, jump and climb in the safe enclosed garden. Children learn how to manage their risks as they climb the high play equipment and swing on the swings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are clear about their responsibilities to keep children safe. They both show good knowledge of safeguarding procedures for reporting allegations and concerns. Both know how to recognise the indicators for abuse and wider safeguarding issues, such as the 'Prevent' duty and county lines. The childminder and her assistant have completed appropriate safeguarding training. They conduct regular safety checks and risk assessments throughout the day to ensure a safe environment for children to explore. The childminder and her assistant monitor children when using laptops and portable devices, to ensure that the material being accessed is age-appropriate.

What does the setting need to do to improve?

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

- support children further to understand the impact their behaviour has on others, to help them manage their feelings and behaviours effectively.

Setting details

Unique reference number	EY376319
Local authority	Wiltshire
Inspection number	10218605
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	0 to 4
Total number of places	6
Number of children on roll	16
Date of previous inspection	30 August 2016

Information about this early years setting

The childminder registered in 2008. She lives in Wootton Bassett, Wiltshire. The childminder holds a relevant qualification at level 3. She works with an assistant on occasion. The childminder works Monday to Friday, 7.45am to 6pm, all year round, apart from family holidays. She receives the funding to provide free early years education to three- and four-year-old children.

Information about this inspection

Inspector
Louise Phillips

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 childminder took the inspector on a learning walk to help her understand how the curriculum is organised.
- A joint evaluation of activities was carried out by the inspector and the childminder.
- The inspector held a meeting with the childminder and her assistant. She looked at relevant documentation, including evidence of the suitability of persons living or working in the household.
- Children interacted with and spoke to the inspector during the inspection.
- The inspector looked at written feedback provided by parents to gather their views and opinions about the setting.

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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