

Childminder report

Inspection date: 16 January 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

The childminder's home is warm and welcoming. Parents comment that she provides a home-from-home atmosphere that they and their children love. The childminder has kept some changes since the COVID-19 pandemic, such as parents dropping children off at the front door. Both she and the parents feel that this works better for the children, as they settle quicker and are happier when they first arrive.

The childminder knows the children and families well. Some are younger siblings to children she has looked after before, and she has known them from birth. She plans exciting activities and experiences for children to build on learning and help them understand the world around them. Children go on outings with the childminder regularly. They visit the local park where they explore nature and develop physical skills using the larger play equipment. On library visits, choose books to share with the childminder and their parents.

Children choose what and how they like to play. They know where to find the boxes of toys and ask the childminder for others if they cannot find what they are looking for. The childminder sensitively joins in the play, encouraging children to share well and take turns. Children are learning to respect others and their play spaces.

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

- The childminder watches children as they play and learn. She regularly assesses their progress. She shares information with parents through online systems, photos and descriptions of what children have done. The childminder quickly identifies when children might need extra support. She works in partnership with parents, professionals and other settings children attend to make sure children receive the help they need to succeed. All children, including children with special educational needs and/or disabilities, make good progress.
- The childminder focuses on supporting children's communication. She tells children the correct letter sounds, uses signs, gestures and offers new words. She uses songs and rhymes to encourage children's imaginations and language. Children tell the childminder which animals they want to include in a favourite song. The childminder adapts the words of the song to include dinosaurs, lions and rabbits.
- Children eagerly join in with group activities, such as playing with dough. The childminder provides different tools for children to use. Children mould dough into the letters of the alphabet and repeat the letter sounds after the childminder. Others use new words they have learned, as they tell the childminder they are 'cutting' with scissors. Occasionally some children dominate

the conversation or activity. The childminder concentrates on these children and does not interact with others as well as she could.

- Outdoors, children use ride-on cars and tricycles. They race around the garden negotiating safe pathways. Children take turns watering the flowers using a plastic 'hippo' watering can. They exclaim excitedly as they notice that the water is now a puddle. They recall previous experiences as they ask the childminder where the snails are. Children show respect for other living things as they carefully hold the snail shells they find.
- Children behave well and show a good understanding of the 'rules' when they play together. For example, they ask the childminder for the timer so they can share a popular toy. They celebrate their achievements. For example, children are learning how to put their coats on. They clap and smile when they succeed. The childminder praises children, explaining what it is they have done well. She helps children develop good self-care skills and independence to support their future learning.
- The childminder has created activities for children to support different areas for learning. She has laminated various cards and matching smaller cards for numerals one to 10, shapes and colours. Some reflect children's current interest in superheroes. Other cards show pictures and names of animals, toys and the daily routine to help children's communication and language. Children readily use these during the day. The childminder encourages them to name the shapes or colours, or work out what numeral comes next. Children have fun as they build on their skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to safeguard children. She knows possible signs and symptoms of abuse and how to record and refer concerns about the welfare of children. She carries out risk assessments for her home, garden and outings, whether walking or in the car. She encourages children to consider their own safety, such as reminding them to put toys away, so they do not trip over them. She has procedures for handling complaints and allegations, which include external agencies she may need to notify.

What does the setting need to do to improve?

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

- improve interactions with children to make sure they all are helped to build on what they know and can do effectively.

Setting details

Unique reference number	EY383203
Local authority	Wiltshire
Inspection number	10265150
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	4
Date of previous inspection	25 May 2017

Information about this early years setting

The childminder registered in 2008. She lives on the north side of Calne, Wiltshire. The childminder looks after children from 8am to 5pm, Monday to Friday, all year round. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Anita McKelvey

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 provider and has taken that into account in their evaluation of the provider.
- 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.

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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