

Childminder report

Inspection date: 16 February 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 provides a warm, welcoming and calm setting. There is a dedicated playroom ready for the children when they arrive. Since the pandemic, parents continue to drop off and collect their children without coming inside. The parents and childminder feel that this works better for the children as they settle quicker and are swiftly engaging in their favourite play, such as trucks and superheroes. Younger children have cuddles until they are ready to explore.

Children access a broad and balanced curriculum. They choose what they would like to play with and will ask for help when looking for certain items. For example, the children request the pegs and the childminder joins in their play, encouraging children's counting as they put the pegs on their fingers. She uses mathematical concepts such as 'one more makes five' to build their numeracy skills. The children develop their play pretending to be crocodiles.

The childminder plans exciting outdoor adventures for the children. They go to the woods where the children can explore the natural world, climbing trees, singing songs and listening to stories. Children learn language about the world around them. For example, they name pictures of birds such as magpies, robins, and seagulls.

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

- Since the last inspection, the childminder has improved her communication for children who attend another early years setting. Parents remark on how well the childminder shares information, including those who attend other settings. Parents comment on how children love coming to the childminder, and children retell exciting stories from their outdoor adventures.
- The childminder encourages children to develop their early writing skills. The children have a 'message centre' with diaries, pretend phones and access to writing tools. On arrival, children put their name doll on the shelf, supporting children to recognise their own name and providing a sense of belonging.
- The children are polite; their behaviour is good. The childminder helps children to take turns and manage their feelings. Children readily tidy up and wash their hands before having a healthy snack. The childminder offers a choice of coloured plates and cups as the children help get the table ready for snack. Children pour their own drink from the jugs, helping develop their independence skills.
- The childminder demonstrates good hygiene practice. For example, she encourages children to wipe their own noses and then put the tissue in the bin to prevent the spread of diseases. She also supports children to learn good self-care skills and shares this with parents, such as planning for potty training.

- The childminder knows the importance of developing children's love of books and singing. Children choose the book and readily sit for a story. The childminder asks the children questions to help them recall the names and remember what the characters say from the story 'Owl Babies'. The children go on to request the owl puppets to continue the story in their play, pretending to be owls swooping around. However, the childminder does not always plan carefully enough to involve the younger children as they lose interest in group activities.
- The children learn about festivals and special events throughout the year. The children make paintings for Valentine's Day and learn about special people and being kind.
- The childminder observes and monitors progress to identify any children with emerging special educational needs and/or disabilities and knows when to refer them to outside agencies. The childminder knows the children well and works closely with parents to ensure children make good progress and development.
- Apart from regular outdoor trips, the children play in the garden. They play with scooters, building their physical skills. In the outdoor play kitchen, the children have fun making 'potions' from moss, leaves, sticks and water. The children play together and talk proudly about their 'potion'.
- The children regularly go to a childminding toddler group, providing more opportunities for the children to play with other children and build friendships. The childminders also use the group to share ideas and training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her premises are safe and secure. She is secure about how to identify possible signs of abuse and knows how to record these and who to refer them to. The childminder carefully plans and risk assesses outdoor learning, including car trips, to minimise potential hazards. She has simple rules for the children to follow. For example, the children need to see and hear her when playing in the woods. This keeps children safe when exploring outdoors and enables children to enjoy their experiences.

What does the setting need to do to improve?

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

- review planning by considering younger children's differing needs to further increase their overall level of engagement in group activities.

Setting details

Unique reference number	EY395930
Local authority	Wiltshire
Inspection number	10263245
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	25 April 2017

Information about this early years setting

The childminder registered in 2009. She lives in Warminster, Wiltshire. She cares for children from Monday to Friday, all year round, with the exception of Christmas and bank holidays. The childminder receives funding to provide free early education for children aged two, three and four years. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Verrity Simons

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 curriculum.
- The inspector observed how the curriculum is implemented and the impact that this has on children's learning.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Parents shared their views of the childminding provision with the inspector.
- The childminder provided the inspector with key documentation on request.

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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