

Childminder report

Inspection date:

7 February 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this nurturing and stimulating environment. They enter the home happy and eager to learn. The childminder develops strong and trusting relationships with the children and families in her care. The children show they feel safe and secure, as they explore the playroom and choose what they want to play with. When it is time for an activity, the children enthusiastically tidy away their toys. They tell each other where things go, and work as a team to lift heavier objects. The childminder praises the children for the tidy playroom, which builds high self-esteem and confidence.

The children use play dough to make arctic animals. They discuss what animal they are going to make, 'caribou', 'puffin', 'bear' and 'a whale'. The childminder provides a range of different tools and materials to support the children's creativity and imagination. They roll and mould the dough into different body parts, strengthening the muscles for later writing skills. The childminder skilfully reads the children a story about arctic animals, reinforcing their learning effectively. She pauses allowing the children time to share their thoughts and knowledge. The children discuss how arctic animals have blubber which helps to keep them warm. They make links to their experiences of staying warm in the winter by wearing their coats, hats and gloves. This means children's develop superb communication and their understanding is enhanced.

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

- The childminder has created a well-sequenced curriculum. She uses themes such as events, celebrations, and seasons to plan activities aimed at sparking children's curiosity and interest. The childminder ensures she covers all seven areas of learning through play. She allows the children to make choices on what they would like to do. This empowers children to take an active role in their learning and development. The childminder has high expectations for children and believes in a no-limit approach to learning. During play the childminder engages with the children, extending what they already know and supporting them to achieve their next steps. This means children make excellent progress from their starting points.
- Children's behaviour is exemplary. The childminder is an excellent role model. She uses key phrases effectively to praise positive behaviours. The children have high levels of respect for one another. They wait their turn and understand how their actions can affect others. For example, the children love to sing nursery rhymes. They choose a song about a farm. The children take turns choosing an animal that lives on the farm. They remind the childminder it's her turn to choose. They sing to her and pause to allow her to pick an animal. This helps children develop excellent social skills and form strong friendships with others.

- The childminder inspires the children to take ownership of their hygiene and health. She expertly teaches the children how to make healthy choices and the effect they can have on their bodies. For example, the children explore a story about going to the dentist. They talk about their experiences at the dentist and how eating watermelon and pineapple helps keep their teeth healthy. Children love doing things for themselves. They show determination and perseverance when faced with difficult tasks. This empowers the children to take responsibility for their health and well-being.
- Parent partnership is strong. The childminder collaborates with parents to ensure children make the best possible progress in their care. Parents receive detailed feedback on their child's development and the next stages of learning. The childminder provides a range of activity packs to further support learning at home. Parents praise the childminder for her continuous help and advice on concerns, such as potty training and speech formation. They feedback that their children come home excited to tell them about the amazing things they have done and learned that day.
- The childminder continuously reflects on her provision and makes changes where necessary. She sends out questionnaires to parents to gain feedback and highlight any areas for improvement. The childminder enjoys learning. She has attended a wide range of training courses to advance her knowledge and practice. For example, the childminder attended a course to enable her to introduce more mathematical language and concepts into play. This means children develop strong early mathematical knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has extensive knowledge of safeguarding issues and how they relate to young children and their families. She collaborates with the local council to provide support and care for vulnerable families. The childminder keeps organised records of concerns. She is clear on the procedure to follow if an allegation is made against herself. The childminder completes daily assessments of the play environment to ensure it is safe for the children. She teaches the children how to identify and manage risks, such as how to stay safe by the side of the road and what to do if they got separated from an adult.

Setting details

Unique reference number	EY398466
Local authority	Wiltshire
Inspection number	10263866
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	15 May 2017

Information about this early years setting

The childminder registered in 2009 and lives in Trowbridge, Wiltshire. The childminder receives funding to provide free early education for three- and four-year-old children.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- This was the first routine inspection the childminder has 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 setting.
- The inspector and the childminder completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during indoor and outdoor play and assessed the impact on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as suitability, the childminder's first-aid certificate and child registers.
- The inspector took account of written testimonials from parents.
- Children spoke and engaged with the inspector during the inspection.

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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