

Childminder report

Inspection date:

30 November 2022

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 flourish with this experienced and enthusiastic childminder, who provides a friendly, welcoming, home-from-home learning environment. Children demonstrate that they have formed excellent bonds with the childminder and that they feel extremely safe and settled. They eagerly greet the childminder and each other on arrival and quickly make choices about their play.

The childminder knows children exceptionally well and knows what she wants them to learn. She provides a broad curriculum that ignites children's interest and motivates them to engage in activities. Children talk animatedly to adults about using a map application with the childminder on her laptop to revisit a walk virtually. The childminder is an excellent role model and has high expectations for children. Children build strong friendships and play together extremely well, for instance, when they help each other find the correctly shaped pieces to build a track for toy vehicles.

The childminder supports children to build on their learning highly successfully. She very skilfully asks children to recall previous experiences, and gives them plenty of time to think and respond to support their critical thinking and language skills. Children benefit from plenty of fresh air and exercise to support their good health. They talk enthusiastically about a recent walk in the fields to look for tractors and cows. They laugh with the childminder as they remember splashing in muddy puddles and walking in sticky mud which was like 'sinking sand'. Children tell adults they will 'need big wellies next time,' because the puddles were deep.

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

- The childminder is passionate about offering high-quality provision. She gains feedback from parents and reflects on her practice to identify any areas for improvement. She undertakes training to help enhance her skills and knowledge. The childminder observes and assesses children regularly to identify and plan for their next steps in learning. As a result, children make swift progress in their learning and achieve the best possible outcomes.
- The programme for communication and language is excellent and children become competent communicators. Children enjoy singing songs with the childminder and independently. They demonstrate excellent listening skills. Children confidently find favourite books and recall stories. They talk with the childminder about the little boy who took his teddy to school and put it in the wrong backpack, for example. The childminder constantly introduces new words to extend children's vocabulary, such as, 'We need to make it sturdy so it doesn't fall over,' when children try to connect foam puzzle pieces to construct a house.

- Children develop their understanding of the world and different cultures and countries. For instance, they take turns to talk about their holiday destinations with the childminder, and as they play with small-world figures, they identify, 'The Frenchman because he is holding a French stick.' Children have many opportunities to make sense of their local communities. They enjoy 'mystery tours' with the childminder, such as to the pet shop and to talk to paramedics while looking at road and air ambulances. Children learn about the importance of oral health. The childminder successfully encourages them to recall visits to the dentist. Children say, 'I need to look after my teeth so that they don't fall out.'
- Children are motivated to experiment with different media and materials and show pride in their achievements. They politely ask each other to pass different coloured rolls of patterned sticky tape and say, 'Thank you'. They develop the muscles in their fingers as they unroll and tear the tape on their own. Children show excellent concentration skills as they use scissors and persevere to snip around all the edges of their artwork to make a decorative border.
- The childminder challenges children well in their mathematical development. She supports children to learn through trial and error and extends their understanding. For example, she helps them to see whether the building block foundation they have planned for a toy truck's garage is the right length and width for the truck. Children work collaboratively together to build a 'massive' robot and giggle with delight as it 'gets bigger and bigger'. Children count above 10 independently. Older children learn to complete simple calculations and match groups of toys to numbers on foam mats.
- The childminder forms strong and successful partnerships with parents. She works with them extremely well to develop children's self-care skills in readiness for school, such as toileting and getting themselves dressed. Parents feel very well informed about their children's learning. They are extremely happy with the care their children receive and the progress that their children make across all areas of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to keep children safe. She regularly risks assesses the learning environment, indoors and outdoors, to ensure that it is safe for children to play. The childminder has a secure knowledge of safeguarding matters and knows how to identify any concerns. She is confident about what to do if she is worried about a child or if an allegation is made against herself or a household member. Children benefit greatly from many outings in the local environment and the childminder skilfully weaves discussions about road safety into their play. For instance, when children engage in pretend play as police officers, they talk to the childminder about what they need to do on a walk when the traffic lights are red, green and amber.

Setting details

Unique reference number	EY410653
Local authority	Wiltshire
Inspection number	10235413
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 December 2016

Information about this early years setting

The childminder registered in 2010. She lives in Chippenham, Wiltshire. She operates each weekday, all year round, with the exception of family holidays and bank holidays. The childminder is funded to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector
Karen Allen

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 her early years provision.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed the curriculum and the impact this had on children's learning.
- The inspector looked at relevant documentation.
- The inspector read parents' feedback provided for the inspection and took account of their views.

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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