

# Childminder report

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Inspection date: 9 March 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very happy and comfortable in the childminder's welcoming home. The childminder is nurturing and caring, which helps children to develop secure and caring bonds with her. Children demonstrate that they feel safe and secure as they go to her for reassurance and cuddles.

Children behave well. The childminder is a good role model and treats children with kindness and consideration. This helps them to learn how to treat others and build friendships. For example, children share toys and resources with each other when they play, which develops their social skills.

Children develop healthy lifestyles in the childminder's care. They benefit from daily walks to school and regular visits to local parks where they enjoy fresh air and exercise. The childminder involves children in cooking and planting, which supports their understanding of where food comes from. Children take part in activities which teach them about good oral health. For example, they learn what foods are good and bad for their teeth and how to brush their teeth correctly.

The experienced childminder has evaluated the effects of the COVID-19 pandemic. She has recognised that some children have formed stronger bonds by spending more time together as a small group just at the setting. She has adapted her practice to support this and develop children's personal, social and emotional development.

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

- The childminder plans a varied curriculum that focuses on developing children's communication, social and physical skills. She tracks children's learning to ensure they make good progress, working with parents and other professionals to close any gaps in development.
- Children learn to manage their personal care needs independently. This helps them to develop their confidence and self-esteem. For example, they attend to their own toileting and wash their own hands.
- The childminder teaches children early mathematical concepts in preparation for school. For example, she supports children to count and recognise that each item counts as one. Children also learn the vocabulary of shape and size.
- The childminder has established strong links with other settings, such as nurseries, schools and childminders in the local area. She uses her wealth of knowledge to share good quality practice and raise standards for children. In addition to this, she helps manage a weekly childminder group. This provides children with the opportunity to make new friends and meet new people from the wider community, to fully support their social skills and prepare children for

school.

- Partnerships with parents and carers are good. The childminder keeps parents well informed and updated about their children's learning through observations, photographs and regular assessments. Parents speak very highly about the childminder.
- The childminder does not always give children enough time to process questions or information from adults, in order to respond. At these times, children do not have enough time to form the language they would like to, which does not support children to develop their communication skills fully.
- The childminder is reflective of her practice and continues to make improvements for the children she cares for. She keeps her knowledge and skills up to date through completing training and meeting with other childminders to share good practice. As a result, children benefit from fresh ideas and resources that inspire their learning.
- Children have good opportunity to make decisions for themselves, such as where they play and what they play with. The childminder supports the children well as she follows their interest and plays alongside them. However, children do not always have the opportunity to solve problems for themselves when they play with their peers without adult interaction.
- The childminder is passionate about ensuring all children, including those with special educational needs and/or disabilities have the same opportunities and experiences. She plans to undertake further training, to develop her skills to recognise when children may need additional help.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure knowledge of safeguarding practice and how to keep children safe in her care. She is knowledgeable about the signs and symptoms that might indicate that a child is at risk from harm. She attends regular safeguarding training to ensure their knowledge is current. The childminder is aware of how families may be vulnerable to extreme views or ideas. The childminder carries out regular risk assessments and ensures she is always close by to safely supervise children and enable them to play in a safe and secure environment. Children learn to manage risk for themselves. For example, children can confidently explain the rules for safely crossing the roads.

## What does the setting need to do to improve?

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

- develop children's speech and communication further
- enhance opportunities for children to solve simple problems for themselves during child-initiated play.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY417961                                                                          |
| <b>Local authority</b>                             | Wiltshire                                                                         |
| <b>Inspection number</b>                           | 10263209                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 11                                                                           |
| <b>Total number of places</b>                      | 4                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 24 April 2017                                                                     |

## Information about this early years setting

The childminder registered in 2010. She lives in Chippenham, Wiltshire. The setting is open Monday to Thursday, from 7.30am to 5pm, all year round. The childminder holds a childcare qualification at level 3. The childminder receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Tracey Cook

### 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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector observed the childminder's interactions with the children indoors to assess the impact this has on children's learning.
- The inspector held discussions with the childminder's children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included evidence of suitability and training.
- The inspector took account of the views of parents through feedback forms, and those spoken to on the day.
- The inspector completed a learning walk across all areas of the house and gardens to understand how the provision is organised.

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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