

Childminder report

Inspection date: 6 June 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 children are happy and settled in the care of this childminder. They have established warm and trusting bonds with her. Children eagerly anticipate their time with her and engage in the activities they enjoy upon arrival. The childminder knows the children very well and plans an ambitious curriculum based on their interests to meet their needs. Children have a positive attitude to learning and explore their surroundings with confidence. They acquire essential skills for their future learning experiences. For instance, children foster a love for books as they effortlessly access their preferred choices from the childminder's reading corner. They enhance their listening and attention skills while relishing the experience of sitting on the childminder's lap and listening attentively.

The childminder supports children in cultivating their independence skills from a young age. For instance, younger children demonstrate proficiency in feeding themselves, putting on wellies and doing tasks with little guidance such as watering plants. The childminder also encourages children to discover how things work on their own. She gives them time to explore independently and supports them with guiding questions and helpful clues before stepping in. This approach promotes children's critical-thinking and problem-solving skills.

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

- The childminder supports the development of children's communication and language skills effectively. She engages in ongoing conversations with the children, modelling language and using simple words and phrases that they can learn and incorporate into their own communication. Additionally, she utilises books and songs to introduce new vocabulary and reinforces learning through repetition.
- Children actively participate in a variety of activities that promotes the development of their physical skills. They practise climbing to improve balance and strengthen their bodies, both in the childminder's garden and local parks. Participating in ball games such as kicking and catching brings them joy and contributes to the improvement of their coordination skills. Additionally, the childminder provides resources such as pens, paper and chalk on the blackboard, enabling children to engage in mark making and foster their small muscles. These activities also support the early development of writing skills.
- The childminder sets a good example for the children. She creates a positive atmosphere that encourages good behaviour and friendly interactions. She kindly reminds the children to use words such as 'please' and 'thank you'.
- The childminder actively builds strong partnerships with parents, investing time in getting to know the children and providing settling-in sessions to support a smooth transition. Parents express satisfaction with their children's progress and

appreciate the childminder's regular communication. However, the childminder does not actively seek feedback from parents to support her self-evaluation process to improve practice and benefit children's development.

- Children benefit from opportunities to develop their creativity and imagination. They enjoy creating artwork with colourful paints and use their imagination for role playing with toys such as baby dolls and prams. Additionally, they have access to resources such as a doctor's set to simulate everyday life situations.
- The childminder fosters children's understanding of the world and the natural environment. As part of their routine, children regularly embark on walks to local points of interest and natural areas. For instance, one of their beloved outings involves visiting the nearby canal to observe and delight in the presence of ducks. This reinforces children's connection with nature and sparking a sense of wonder.
- The childminder skilfully introduces numbers into everyday tasks, encouraging children to count along during story time or when handling small-world models. Children also learn about mathematical concepts through hands-on activities such as baking where they measure and mix ingredients. Furthermore, they practise number recognition by completing number puzzles.
- The childminder attends mandatory training to update her knowledge on paediatric first aid and safeguarding. However, the childminder does not consistently develop her professional knowledge further and use this to extend children's next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding procedures and the signs and symptoms of abuse. She knows her responsibilities in keeping children safe and what to do should she have any concerns. The childminder is also aware of safeguarding issues such as female genital mutilation. She supervises children effectively and uses age-appropriate seats for younger ones at the table, ensuring their safety. She proactively assesses risks in her resources and activities in advance, minimising potential hazards. The premises offer a safe and secure environment, allowing children to explore with confidence.

What does the setting need to do to improve?

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

- offer parents more opportunities to become involved in the self-evaluation process to help further improve practice to benefit children's development
- develop professional knowledge further and use this to confidently reflect on and enhance practice to extend children's learning experiences further.

Setting details

Unique reference number	EY418651
Local authority	Wiltshire
Inspection number	10291715
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	5 December 2017

Information about this early years setting

The childminder registered in 2010 and lives Trowbridge, Wiltshire. She operates all year round, from 9am to 5.30pm on Tuesdays, Wednesdays and Thursdays.

Information about this inspection

Inspector

Stella Orfanidou

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 spoke to the inspector about their intentions for children's learning.
- The children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed interactions between the childminder and the children.
- The inspector spoke to the childminder about the management of her childminding service.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of 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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