

Childminder report

Inspection date: 5 December 2024

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 gets to know children well. She is attentive to their needs and follows babies' routines closely. Children build strong relationships with her. They enjoy her company and her reading them stories, and they have fun at her provision. Parents are very positive about what the childminder provides for their children and say that children are full of smiles when they come to pick them up. The childminder patiently encourages young children to share and gives them explanations to help them begin to understand each other's needs. They show respect for the childminder. She reminds toddlers to be mindful around the babies and follow the boundaries in place for their safety. They listen and adapt their behaviour suitably.

The childminder has clear plans to support children's learning needs and interests. Children make good progress. The childminder inspires children's curiosity and toddlers enjoy investigating craft materials linked to Christmas in a role-play post office activity. They eagerly test out their ideas and persevere with challenges with the childminder's timely encouragement. They explore glue and practise using scissors, while slightly older toddlers are doing very well as they listen to the childminder's useful tips. They make marks on paper and post these through the little cardboard post box, developing their dexterity and coordination. They investigate this further, putting things in and out. The childminder picks up usefully on these learning opportunities, following children's fascinations. She offers other boxes for them to contain items and explore how things fit in. Then, further opportunities are provided by offering children gift bags. They excitedly collect items in these, filling then emptying and transporting things around, developing their ideas further. They confidently follow their interests and show positive attitudes to developing their skills.

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

- The childminder makes the most of her rural location, taking children out into the local area for walks and to visit the local park and woodlands. She aims to enhance the nature-based ethos of her setting, providing more experiences for children in her garden. She keeps chickens and has started planting and growing items with the children to extend their understanding of the world further.
- The childminder shows dedication to children in her care and commitment to providing the best she can for them. She has links with other local childminders and local advisors to keep up with changes to legislation and gain good practice ideas. She undertakes training to progress her knowledge. She joined the COVID recovery programme and found the information she gained through this very useful to help her evaluate and enhance her provision and practice.
- The childminder works in partnership with parents. She builds a very beneficial

two-way flow of information with them. She liaises with staff at other provisions children attend and shares information with them on an ongoing basis. She ensures children receive a consistent approach to the support they receive.

- The childminder is very chatty and offers children lots of commentary and explanations as they play and explore. This encourages the more confident children to join in conversations, and toddlers name items and ask her for things that they want or need. However, the childminder's extended discussions do not always enable babies and the younger toddlers to hear key words and sounds for them to copy and use to develop their speech. Additionally, the more able children often answer for those less confident. This means that some children's speech does not develop as rapidly as possible.
- Children happily follow the routines of the day, such as helping the childminder to get the bowls out for snack and peeling their bananas. The childminder patiently supports toddlers to learn to manage their toileting routine. She helps the children get their suits on to go outside and makes sure they are careful on the steep steps in the garden. She helps them understand risks and the importance of taking care of themselves.
- Babies relish the freedom to explore and build their strength and coordination as they crawl and cruise around the furniture indoors. In addition, they happily explore outside in the childminder's garden, splashing in the water tray. Toddlers investigate sand and water outside. They collect this in different pots and tubs, trying out different utensils. They beneficially revisit the concepts they explored earlier, such as containing and transporting. They have the opportunity then to practise their skills in different ways and consolidate their learning very effectively.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance the support for children's communication and language, helping their speech to progress more rapidly.

Setting details

Unique reference number	EY426119
Local authority	Wiltshire
Inspection number	10367536
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	0 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 February 2019

Information about this early years setting

The childminder registered in 2011 and lives in Axford, near Marlborough, in Wiltshire. She operates 8am to 5.30pm, Monday to Thursday, all year round. The childminder holds an appropriate qualification at level 3. The childminder provides government funded places.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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