

Childminder report

Inspection date: 25 October 2022

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

Children enter the childminder's home with confidence and receive a warm and friendly welcome. They are very happy and settle quickly in this home-from-home environment. Children enjoy close and loving relationships with the childminder. They have fun, laugh a lot, and enjoy each other's company. Children show good manners, are polite and are learning to consider others in their play. Children show they are safe and explore with enthusiasm.

Children have a positive attitude to their learning and embrace the opportunities and support they receive from the childminder. They confidently share their thoughts and relish new challenges. They explain what they know and need, secure in the knowledge that the childminder will support them in all that they choose.

Children engage in a wide range of interesting activities. The childminder has a secure understanding of their interests and next steps in learning. She makes sure she provides activities and resources that focus on the children and their needs. Children excitedly describe how they discovered painted pebbles in the village and have painted their own. They hunt for acorns and conkers on local walks and use them in their imaginative play later, relaying stories of how and where they found them.

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

- The childminder is clear about what she wants children to learn. She provides learning experiences across the seven areas of learning, with a focus on children's personal, social and emotional development, their communication and language, and their physical capabilities. Children learn to be independent and do things for themselves, such as dressing, getting ready to eat and using the toilet. Older children confidently talk through how they are feeling and why they feel this way, and they know how to soothe themselves if they become upset. The childminder supports the children well to learn about being respectful and kind towards others. She is sensitive and caring in all her dealings with the children.
- Children are very confident communicators. From a young age, they learn to rely on their words to make their needs known. The youngest children repeat the words the childminder gives to their actions as they play, successfully extending their language. They repeat refrains from favourite songs and rhymes the childminder sings and tell her 'more', when she stops. Older children have an extensive vocabulary. They confidently talk about their play and experiences from home. At times, the childminder misses opportunities to extend children's vocabulary by encouraging them to explore their thoughts and ideas, to think

about what might happen next and come up with their own solutions to problems.

- The childminder plans interesting and engaging activities that capture children's curiosity. For example, they explore dried pasta, oats, rice and acorns to make musical instruments. Children receive good support from the childminder to pour and put their items in the bottle. They persevere for a long period. The childminder successfully encourages the children to try new ways of achieving, such as using a funnel, large tweezers and a scoop to put the items in the bottle to make their shaker. Children show a great sense of pride at their achievements.
- Children benefit greatly from role play. They act out familiar routines and experiences. Older children talk about the food they are going to cook and how you cannot eat it yet as it is 'raw'. They show a developing sense of humour as they share how the cup of tea they have made is 'sour'. At times, the playroom becomes too cluttered and hinders children's exploration of the resources and their play.
- The childminder makes good use of training to improve the quality of her teaching. This has helped her to make better use of books in daily activities and use more mathematical language in children's play. From a young age, children learn about shape, size and counting. They enjoy books and story times with the childminder.
- There are good partnerships with parents. The childminder communicates effectively with parents, so they are fully aware of what their children enjoy when with her. The childminder gains detailed information from parents about children's starting points in their learning and what children learn at home. She shares children's development and ideas for activities, so children receive consistency in their care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding training. She has a clear understanding of her role and responsibility to protect children from harm. She shares her safeguarding policy with parents, so they understand the procedure she follows to identify and report any potential concerns. The childminder works closely with parents to safeguard children at all times. The childminder supervises children well to ensure they remain safe as they play and explore indoors and outside.

What does the setting need to do to improve?

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

- introduce children to more vocabulary that encourages them to think about what might happen next, and come up with their own solutions to problems

- keep the environment in the playroom clear of toys, to enable children to explore more freely.

Setting details

Unique reference number	EY429610
Local authority	Wiltshire
Inspection number	10235560
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	13 December 2016

Information about this early years setting

The childminder registered in 2011 and lives in the village of Horningsham, near Warminster, Wiltshire. She is open Tuesday to Thursday, from 9am to 4pm. The childminder receives the free early years education for three-year-old children.

Information about this inspection

Inspector

Janet Armstrong

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 the childminder's curriculum and her intentions for children's learning.
- Children spoke to 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 carried out a joint observation of a group activity with the childminder.
- The inspector gained the views of parents through discussion and questionnaires.
- 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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