

Childminder report

Inspection date: 26 January 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

This calm and friendly childminder welcomes the children into her home with a smile. She offers them lots of cuddles and reassurance, which helps them to feel safe and secure. Children seek out the childminder to engage her in their play. For example, the children and the childminder explore a shape sorter together. They hold up the wooden shapes, showing the childminder. The childminder extends younger children's language by naming the different items. She praises the children as they put the shapes into the correct hole, which builds their confidence and self-esteem.

The childminder understands the importance of children becoming confident communicators. She narrates to the children during their play and repeats words back to them using the correct pronunciation. The childminder takes the children to the local library where they listen to stories and songs with actions. This builds children's vocabulary and develops their language skills.

Children benefit from getting out in the community. They visit the local train station where they discuss the trains and where they might be taking people. The children visit the local parks where they have space to take part in large physical activities. They run around, play a range of games and climb on the play equipment. This strengthens their muscles and enables them to burn off excess energy.

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

- The childminder's curriculum is a blend of child-led play and adult-led activities. She plans activities based on children's interests and themes, such as seasons or transport. The childminder ensures children have access to all seven areas of learning. She plays alongside the children to extend their knowledge. This supports children to make progress beyond what they already know.
- The children show a keen interest in nature and the world around them. For example, the children love to watch the birds out the window. They learn the names of the different birds by finding them in bird books. However, the childminder has identified the need to further improve her practice, particularly for those children who learn best outside, and plans to develop these in the near future.
- The childminder places a strong focus on children's social development. She regularly meets with another local childminder. This allows the children to mix in larger groups and build new friendships, where they learn skills, such as taking turns and cooperating in tasks.
- Parents receive detailed feedback from the childminder on children's learning and activities through a daily diary. They receive regular summaries outlining children's progress and ideas for supporting development at home. During

settling-in sessions, the childminder gains an understanding of what children can do. This allows her to identify children's starting points, likes and dislikes, which enables her to plan for children's learning and ensure they make progress.

- Children behave well. They listen to the childminder who sets clear rules and boundaries in the home. The childminder is a good role model. She is soft and calm with the children. She offers them gentle reminders to use their manners and to be kind. Children learn how to wash their hands and other hygiene practices. For example, children learn how to wash their hands with soap and water. The childminder encourages children to slowly count to ten while doing so. This develops children's counting skills and teaches them the correct technique for adequate handwashing.
- The childminder engages well with children in all activities and sessions of free play. She asks age-appropriate questions to support children in completing tasks. For example, the children create bird feeders. They roll a pine cone in honey and then in birdseed. The childminder discusses with the children why it is important to feed the birds in the winter. She encourages the children to hang the bird feeders in the garden and listen to the bird sounds. However, the childminder does not always stop and allow the younger children time to explore the materials and expand on their ideas. This means activities finish quickly and the childminder does not consistently enable younger children to further extend their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe. She can name the different signs and symptoms of abuse, including female genital mutilation. She demonstrates good knowledge of the process to follow when reporting concerns about a child or if an allegation is made against her or a member of her family to the correct authority. The childminder completes first aid and a range of safeguarding training to keep her knowledge up to date. She conducts risk assessments of her home and any places she might visit with the children.

What does the setting need to do to improve?

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

- further develop opportunities for children outside to support their knowledge and understanding of the world even more
- provide more time for younger children to fully explore their ideas, particularly during adult-led activities.

Setting details

Unique reference number	EY437241
Local authority	Wiltshire
Inspection number	10264031
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	3
Number of children on roll	4
Date of previous inspection	19 May 2017

Information about this early years setting

The childminder registered in 2011 and lives in Warminster, Wiltshire. She is open Monday to Friday, from 8am to 6pm, all year round. The childminder offers funded early education for children aged two, three and four years. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Louise Phillips

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 inspector and the childminder completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of suitability, child registers and the childminders first-aid certificate.
- The inspector engaged with the children during the inspection.

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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