

Childminder report

Inspection date: 24 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

Children share warm and close relationships with the childminder and benefit from a well-planned curriculum. The childminder uses her good knowledge of their interests and accurate assessments of their learning to plan a range of activities that engage children successfully. Young children show high levels of confidence as they explore the resources. They negotiate well with one another as they choose items from a bag and sing songs with the childminder. Children develop good self-esteem as the childminder uses words of encouragement and praise. Consequently, children develop a 'can-do' attitude to learning.

Children have a wide range of opportunities to learn about the wider world. They benefit from fresh air and regular exercise as they explore the environment. For example, they find leaves, observe the squirrels and feed the ducks, as they learn about nature and wildlife.

Due to the COVID-19 pandemic, the childminder now accepts children at the door. However, she remains flexible and ensures that she continues to provide parents with information about their children's progress.

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

- The childminder has a good knowledge of what she wants children to learn next and plans a varied curriculum to enable this. Children enjoy building with bricks, as the childminder encourages them to name the colours and count. She introduces positional language as she asks the children to place the bricks 'on top' and begins to introduce the language of size. The childminder supports children's understanding of number and quantity well.
- Babies and toddlers are inquisitive as they explore the environment enthusiastically. They put items inside other items and shake resources to experiment with different sounds. They use their imagination well as they role play familiar scenarios. The childminder captures their attention successfully by getting involved, for example, by asking the children to make her a 'cup of tea'.
- The childminder recognises the importance of children being able to communicate well. She reads the children a story and uses words such as 'furry' to describe different textures of the animals in the book. She engages them in conversations well, providing them with a running commentary of what she is doing to put meaning to words. However, sometimes, the childminder does not pronounce words correctly. She uses words in conversation with children such as 'birdie', 'ducky' and 'sockie'. This does not consistently help children to learn how words sound.
- Children follow the good example that the childminder sets and are kind and respectful to one another. Children behave well. For example, older children

hand the younger children their water bottles when they are thirsty. The childminder gives the children praise and encourages them to focus and take part in activities. She does this when the children listen to the different sounds that the musical instruments make.

- The childminder helps children to understand the importance of good oral hygiene and shares resources such as stories and games about keeping teeth clean. However, routines to encourage good handwashing are not as effective. Children share a bowl of water to wash their hands before and after mealtimes, and the childminder does not provide children with any soap. This does not help to prevent the spread of infection.
- Children snuggle into the childminder for cuddles when they feel tired, and she recognises and values them as individuals. She follows effective nappy-changing procedures and follows children's individual routines from home. As a result, children feel safe and secure in the childminder's care.
- The childminder reflects on her practice well. She keeps her knowledge up to date and evaluates the provision to help her make ongoing improvements and provide new experiences for children.
- Partnerships with parents are good. The childminder works well with parents to find out about children's individual needs and interests. Parents comment that they feel well informed, and they are happy with the positive impact the childminder has on their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good child protection knowledge and is clear on her role and responsibilities to keep children safe from harm. The childminder can identify the signs that may suggest a child is at risk of harm and knows how to report any concerns. The childminder has good knowledge of all aspects of child protection, including the risks presented by extreme views or behaviours. She carries out thorough risk assessments and removes hazards to minimise risks to children in the home. She supervises them well to further ensure their safety.

What does the setting need to do to improve?

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

- ensure the correct pronunciation of words to support children's language development further
- consider further ways in which to promote children's good health.

Setting details

Unique reference number	EY442454
Local authority	Wiltshire
Inspection number	10264858
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 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	28 June 2017

Information about this early years setting

The childminder registered in 2012 and lives in Trowbridge, Wiltshire. She works from Monday to Friday, for most of the year.

Information about this inspection

Inspector

Michelle Heimsoth

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- The inspector and childminder observed the children engaged in activities and had a follow-up discussion about children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector sampled a range of documentation.
- The inspector read feedback from parents and took their views into account.

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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