

Childminder report

Inspection date: 8 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy attending the childminder's setting and show how comfortable and safe they feel. They move around confidently and interact happily with the childminder and the other children. They enjoy the learning opportunities the childminder provides in the thoughtfully planned play cabin and the frequent opportunities to learn outdoors. For example, they have made bird feeders for the garden, and the childminder has displayed laminated pictures of different birds on the fence for children to identify. The childminder knows each child well and supports them fully to make good progress in all areas of their learning.

Children behave well. They listen carefully to instructions and talk about taking turns. They enjoy learning through exploration. For example, they use magnifying glasses to look closely at the features of toy dinosaurs and bugs.

The childminder remained open for the children of key workers during the first COVID-19 lockdown. She kept in touch with the children not attending by using social media to share activities with them, such as stories and songs. This maintained links with families and supported children's learning. The childminder also provided practical support to families affected by COVID-19, for example by fetching shopping for them.

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

- The childminder knows the children very well. She identifies and plans for the next steps in learning for each child. These are specific to their individual needs and build on their particular interests. This helps children to engage in learning and make good progress from their original starting points.
- Children learn about healthy lifestyles. The childminder places a strong emphasis on helping them to learn about what is healthy to eat and where different foods grow. Older children discuss whether bananas grow on the ground or on trees. The childminder shares her healthy eating policy with parents to support them to provide suitable packed lunches. Children also learn about good hygiene. They talk about germs and washing their hands thoroughly before eating and after nappy changing or using the toilet.
- Children are well behaved and show respect for one another as they join in activities. For example, they take turns on the slide and talk about whose turn it is to wash their hands. The childminder encourages good manners and praises children when they listen to her and follow instructions.
- Children develop many independence skills, such as putting on their shoes and coats. They learn to take responsibility, for example by clearing away the chalks before lunch. Children also develop confidence, approaching visitors to show them what they are playing with.

- The childminder provides good support for children's developing communication skills. She takes account of each child's individual level of development. She supports younger children to develop their vocabulary and extends older children's language skills by encouraging them to use more complex sentences and to ask questions. Children become confident communicators.
- The childminder is committed to further development and has completed a broad range of training to extend her skills. She reflects on the quality of her provision and has plans to develop it further. For example, she is putting together bags for parents with activities that they can do with their children over the weekend to support their learning.
- The childminder works in close partnership with parents to ensure a shared approach to their children's learning. She keeps in touch with them through discussion and social media. Parents report that the childminder 'does an amazing job with the kids'. They also comment on the opportunities for them to be involved with activities, outings and celebrations.
- Overall, the childminder provides a well-resourced learning environment. However, there are areas for further development to ensure that the curriculum fully inspires children's learning. For example, the childminder does not currently make the best possible use of the outdoor area to support those children who learn better outside. There are also limited real or natural materials used in the setting to inspire children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed a wide range of safeguarding training which covers all aspects of how to protect children. She has a good understanding of the possible signs that children are at risk of harm and knows what to do if she is concerned. The childminder provides a safe and secure environment for children to play and learn in and offers lots of reminders to help them learn how to stay safe. For example, she explains why they need to sit down on their chairs at lunchtime and they discuss where to go if there is a fire.

What does the setting need to do to improve?

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

- enhance the range of resources and extend the use of the environment to further support the curriculum, with particular regards to using more natural and real materials in the setting and developing the outdoor area further to build on children's curiosity and inspire their learning.

Setting details

Unique reference number	EY445601
Local authority	Wiltshire
Inspection number	10125761
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	30 April 2015

Information about this early years setting

The childminder registered in 2012 and lives in Tidworth, Wiltshire. She operates five days a week from 7.30am to 6pm. The childminder is registered to provide funded early education for two-, three- and four-year-old children. She has a relevant qualification at level 3.

Information about this inspection

Inspector

Catherine Sample

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 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 observed the interactions between the childminder and children.
- The inspector took account of written feedback from several parents.
- The inspector looked at relevant documentation.

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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