

Childminder report

Inspection date: 14 October 2019

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 enjoy spending time with this busy childminder and her assistants. They feel secure and settle quickly. They find their own drawer to put away their belongings before being greeted warmly by the adults and other children. Toys and resources are well organised and children can reach what they need, which helps them become very independent. The childminder plans activities that are stimulating and capture children's and babies' interest. She knows what children can do and adults support them well overall to make good progress in their learning. Children explore the world around them and show great interest in messy play with mud and water.

Children lead healthy lives with the childminder. They gain an excellent understanding of the importance of good hygiene. For example, they cover their mouths when they cough and, with supervision, use hand gel to 'clean away germs'. Children enjoy healthy snacks and meals throughout the day. They are very active, spending long periods in the garden and covered outdoor play area, and have daily movement to music activities. The adults give children a great deal of individual attention, which supports their well-being and learning effectively. Children climb onto an adult's knee for cuddle when they are tired, and they excitedly show adults a slug they find in the mud.

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

- The childminder works closely with parents. She helps them understand how they can support their children's learning at home. For instance, she shares information about children's achievements and discusses how best to introduce toilet training or manage challenging behaviour. Parents speak very highly of the childminder and her assistants. They comment on the good progress their children have made.
- The childminder bases activities on children's interests and what they have recently learned, which helps them build on their knowledge even further. She accurately assesses children's progress. However, when planning activities, the childminder does not always consider fully what she wants each child to learn and how best to teach them to maximise their learning.
- The supportive adults encourage children's independence. They help children to develop a growing determination to try new things and to enjoy the experience of completing tasks successfully. For example, children show great ingenuity and delight as they experiment with ways to make their model scarecrows stand up.
- Children are motivated to learn and concentrate for long periods because activities interest them. Children are curious and fascinated to make their own discoveries. For example, they find that slugs do not like ice and keenly talk about these. In heavy rain, they enthusiastically catch water running from the

roof and empty their pots to fill a large container. These rich, exploratory and practical experiences help children gain a very good understanding of the world around them. However, adults miss opportunities to challenge the most able children as they play. For example, they do not frequently ask questions that require children to think more deeply.

- The childminder develops effective relationships with other professionals. For example, she discusses with Reception teachers how to introduce phonics in readiness for learning to read. This ensures that she is up to date with the teaching methods children will experience at school, which provides children with firm foundations for their future learning and enhances her teaching.
- Children behave well. The childminder and her assistants use positive language and are consistent, to help children understand what is expected of them. Adults treat each other and the children with kindness and respect, and children follow their very good example. Children are proud of their achievements and show high levels of self-esteem.
- The childminder is professional and extremely well organised. She makes sure that her assistants fully understand their roles and responsibilities and that they follow good practice as they care for and teach children.
- The childminder is highly reflective. She gathers the views of her assistants, parents and children to help her make improvements. For example, she has covered part of the outdoor space so that children can comfortably and safely play outside whatever the weather.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of her role to protect children. She has appropriate procedures in place and attends training to ensure her knowledge is up to date. The childminder is confident in how to identify, record and report any concerns. She trains her assistants on child protection matters, so they are also alert to possible concerns and know what to do. The childminder ensures her assistants have undergone relevant checks to show they are suitable to work with children. She maintains a safe environment. For example, she has installed security cameras to monitor the entrance to her home and as an additional check on children in the rooms they sleep in.

What does the setting need to do to improve?

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

- focus more sharply and precisely on what children need to learn next and how adults will support this
- ensure that the older and most able children are sufficiently challenged and encouraged to think more deeply, especially during self-chosen play.

Setting details

Unique reference number	EY446404
Local authority	Wiltshire
Inspection number	10075169
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	18
Number of children on roll	15
Date of previous inspection	31 May 2016

Information about this early years setting

The childminder registered in 2012 and lives in Durrington, Wiltshire. She operates all year round, between 7.30am and 5.30pm Monday to Friday. The childminder works with two assistants. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Rachel Edwards

Inspection activities

- The inspector considered the views of parents by talking with several parents and reading written comments.
- The inspector and the childminder held a discussion to understand how the early years provision and curriculum are organised. The inspector looked at all areas used by the children.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She spoke with the childminder, her assistants and the children at appropriate times.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector jointly observed with the childminder an activity led by an assistant. They discussed how she monitors the quality of teaching and supports her staff in developing their skills. They also discussed how she evaluates her provision and makes improvements to benefit children.
- The inspector looked at relevant documentation, including evidence of the suitability of all persons living and working on the premises, and children's records.

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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