

Childminder report

Inspection date:

14 September 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 develop strong, beneficial relationships with the childminder. They enjoy snuggling in to share a book. When they become upset, the childminder quickly reassures them with a cuddle. She recognises when they are tired or hungry and adapts her routines and provides for their needs. Children are beginning to learn about the boundaries in place for their safety and the safety of the other children. They listen to the childminder's reminders and, with encouragement, adapt their actions and behaviour well. They are beginning to become more mindful of the needs of others, including the babies, and they are starting to share toys and take turns.

The childminder focuses on progressing children's skills, and she outlines plans and activities to help them to develop. Children develop their dexterity and coordination well as they create with different materials. They build with blocks and create different faces with 'Mr Potato Head', giggling at the effects they create. They mix colours as they paint with natural items, such as flowers and branches of herbs, marvelling at the effects they create.

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

- Partnerships with parents are good, and the childminder links closely with other local childminders whose settings the children also attend. She builds a two-way sharing of information about children's achievements and plans for their future learning, to provide a consistent approach. Parents are positive about the childminder's provision. They say that the childminder has a lovely manner, and that she is kind and patient, ensuring the children are made welcome.
- The childminder monitors children's progress regularly and accurately, identifying any gaps in children's development and making plans to close these. She works to implement her curriculum and to ensure children progress. However, during some activities, the childminder's plans do not support the needs of the varied ages of children and are pitched too high for the older babies. She does not adapt the activity or her support effectively. Consequently, the youngest children are not as engaged in activities, and their learning does not develop as much as it could.
- Children's communication and confidence develops effectively. The childminder explains things to children to help their understanding and encourage their cooperation. She asks children probing questions, giving them time to think and respond, and supporting those that are quieter and less confident. Children learn new words, gain confidence in speaking and communicate what they want or need.
- Children enjoy being active. They develop their skills effectively on equipment during a trip to the park. The childminder watches and supports them, offering

them assistance and encouragement as they take on challenges, helping them to persevere. Older babies relish the freedom to toddle about and investigate. They navigate areas and steps well. However, the childminder does not thoroughly think through the arrangement of all areas, particularly her garden. She does not ensure older babies have enough age-appropriate toys and activities readily available so that they develop their skills as much as possible.

- The childminder supports children's healthy lifestyles. Young children learn to wash their hands before meals. They enjoy healthy fruit snacks and drinking water. The childminder develops children's curiosity about the world around them on walks out in the community. She takes time to point out and discuss the different interesting items they come across. They look for bugs in the 'bug hotel' at the park. They watch someone rebuilding a stone wall and talk about the cement that makes the bricks stick together. They learn about appropriate safe practices as they navigate roads, crossings and different areas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her home clean and well maintained. She uses equipment, such as safety gates, inside her home to ensure children can play safely. She is vigilant as children explore outside, giving them reminders on safe practices and adapting the environment appropriately to ensure children remain safe. The childminder has a good knowledge of child protection and effective procedures to support her practice. She attends regular training to keep her knowledge updated and to help her keep children safe, such as safeguarding courses and paediatric first-aid training.

What does the setting need to do to improve?

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

- plan activities and experiences more effectively to consistently support the differing needs of the children.

Setting details

Unique reference number	EY447542
Local authority	Wiltshire
Inspection number	10235795
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	27 October 2016

Information about this early years setting

The childminder registered in 2012 and lives in Bradford-on-Avon, Wiltshire. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection 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 provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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