

Childminder report

Inspection date: 22 November 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

The childminder is ambitious for every child to achieve. She teaches children well, while offering an engaging and creative curriculum. The childminder skilfully differentiates learning to benefit children of different ages. Young children begin to name different colours, while older children learn mathematical concepts by organising items using their own categorisation ideas. They practise developing fine motor control in the garden as they paint thoughtful patterns on an easel and use a ladle to scoop water and pour it carefully into jugs.

Children love books. They demonstrate their understanding of stories that they have read by playing with fictional characters that the childminder has made. The childminder regularly takes children to visit the library and select books to read at home and in the setting.

The childminder provides a friendly, home-from-home environment where children quickly feel safe and part of a family. Her interactions with children are playful and joyful. Children love spending time with her, respond well to her instructions, and behave well. Children know the days routines well and know how to get ready for snack time. They explain the importance of good hygiene as they prepare and eat healthy snacks that the childminder provides.

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

- The childminder is ambitious and determined that every child she cares for reaches their potential. She strongly believes that all children, including those with emerging additional needs, can make significant progress. The childminder has designed a curriculum that helps children develop good learning habits to support their future learning. She encourages older children to hold pencils efficiently and draw accurately. The childminder encourages younger children to replace the lids on small jars, teaching them the precision they need to develop their fine motor skills.
- The childminder teaches children about their emotions and how to manage them. She uses books and story characters to initiate conversations with children about how people feel and what these feelings feel like. The childminder develops their empathy by sharing how she feels when things do not go as she had hoped. Children begin to identify ways to help her think of ways to manage her emotions. Children's behaviour is good. They respond positively to the childminder and demonstrate respect and understanding toward each other.
- The childminder teaches children songs to help support their language development. All children join in and have fun during 'rhyme time'. They sit on comfortable cushions and select their favourite song to sing. The childminder maintains eye contact with babies, who join in with babbles and giggles. Older

children recall lyrics and laugh as they anticipate big actions. The childminder encourages less confident children to join and helps build their self-esteem.

- The childminder assesses children's needs and provides targeted intervention for children with emerging special educational needs and/or disabilities. She models language well, providing children with a good example of how to pronounce words. Children begin to learn new vocabulary through stories and using new words in playful contexts. Children grow in confidence to talk and make progress. However, the childminder does not always seek specialist support quickly enough to make sure that children's specific needs are fully supported.
- The childminder effectively promotes children's independence. Older children are responsible for getting themselves ready to play outside, putting on their overalls and wellies by themselves. For those who need a little help, the childminder offers support by explaining what she is doing so that children start to build their own understanding of how to get ready. She celebrates children's achievements as they become more self-reliant.
- The childminder has established successful partnerships with parents. She attentively listens to parents' requests and works with them to help children settle in quickly. For example, younger children attend for shorter periods, gradually building up to longer times. The childminder informs parents about their children's learning progress and development needs, including what they are working towards next. She also provides worksheets and ideas for parents to help their children practise at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has policies and procedures that she effectively implements to ensure risks to children are minimised. She is knowledgeable and alert to the signs that a child might be at risk of harm. The childminder knows who to report to if she has concerns about a child or an adult. She completes regular training to ensure that her knowledge and practice are up to date. The childminder teaches children the importance of road and car safety awareness. She constantly monitors the environment to make sure that it is appropriate and safe for children of different ages.

What does the setting need to do to improve?

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

- seek timely support for children with special educational needs and/or disabilities to ensure targeted interventions help children make even more progress.

Setting details

Unique reference number	EY447713
Local authority	Wiltshire
Inspection number	10308376
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 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	28 March 2018

Information about this early years setting

The childminder registered in 2012 and lives in Amesbury, Wiltshire. She offers care every day from 8.30am until 4.30pm. The childminder has a relevant level 3 qualification and receives funding to provide free early years education for children aged three and four years.

Information about this inspection

Inspector

Jonathan Payne

Inspection activities

- This is the first routine inspection the provider 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 childminder spoke to the inspector about children's learning and development, focusing on communication and language.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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