

Childminder report

Inspection date: 11 January 2024

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 knows the children in her care very well. She is caring and sensitive to their feelings. She patiently comforts them if they become upset. She spends time settling them, offering cuddles and reading them stories. They develop close bonds with her and thrive on the attention and reassurance she gives them. Their confidence grows and they show that they feel safe and happy in her company.

The childminder focuses closely on what children need to learn next, making suitable plans of how she will help them to achieve. She offers age-appropriate experiences and support to extend children's learning, and they make good progress. She links to children's interests, successfully engaging them in activities. Children enjoy constructing toy train tracks. They make marks with different pens and experiment with stamping, pressing the pens onto the paper. The childminder models the use of pens to the older babies, and they investigate the marks they can create. Children develop their dexterity well. They pour and scoop interesting sensory materials, following their curiosity and testing out their ideas. They throw pretend snowballs into tubs, developing their aim and hand-eye coordination.

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

- The childminder focuses on developing children's confidence and social skills. She joins with other childminders for joint excursions, and they also visit local play-based groups. She takes children to the library and the local church. Children learn about the natural world on walks in the countryside with the childminder and through regular visits to the nearby wildlife park. They develop their physical skills through playing in the childminder's garden and on trips to local parks.
- The childminder carries out thorough assessments of all areas of her home to outline and minimize any hazards. She leads suitable procedures when she takes children on outings, ensuring that she keeps children safe. She uses safety barriers and gates to restrict younger children's access to higher risk areas, such as the stairs and the kitchen.
- The childminder supports children's communication effectively. She offers older babies clear speech to copy and repeats new words to ensure they hear the correct pronunciation. She asks children questions as they play to encourage their thinking and language. Older children count and use mathematical language. They develop their confidence and conversation skills effectively.
- The childminder offers clear explanations to help children's understanding of the routines and boundaries of her provision. Children learn to manage their emotions, share resources and begin to enjoy being with other children.
- The childminder provides children with time to manage tasks themselves and

gives them lots of encouragement and praise to help their perseverance and success. Children independently take off their coats and shoes when they arrive and work hard to tidy away all the toys before having their snack.

- The childminder has good relationships with parents. She shares comprehensive information with them about all aspects of children's care and learning. Parents are appreciative of this and feel well informed. Parents say the childminder does her utmost to provide the best for all the children, offering amazing care and a happy environment for them.
- The childminder assesses children's achievements and progress. She gains lots of information from parents when children first start to help her get to know children's needs. However, she does not link with other settings that children move from. Additionally, she does not share information with other providers when children move from her provision. This means that the useful knowledge and information they have regarding children's needs are not used effectively to support a consistent approach and smooth transition for the children.
- Children love books and stories, selecting these independently. The childminder takes the time to read to the children. She takes the story at the children's pace, being mindful of their different ages and abilities. She listens to them, discussing the points they are interested in. She offers explanations of new concepts and extends their learning well, skilfully adapting her support for their different ages.
- The childminder is keen to continue to develop her provision. She thinks about what she provides for children. She has memberships with professional organisations. She undertakes training to maintain and build her knowledge, including safeguarding and first-aid training to help her keep the children safe. She has links with other local childminders to gain new ideas and keep up to date with changes to guidance.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- promptly link with other settings that children are involved with, to share information and promote a consistent approach to the support children receive.

Setting details

Unique reference number	EY458366
Local authority	Wiltshire
Inspection number	10312344
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 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	26 April 2018

Information about this early years setting

The childminder registered in 2013 and lives in Trowbridge, Wiltshire. She operates 8am to 4pm, Monday to Thursday, all year round. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Rachel Howell

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 childminder.
- 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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