

Childminder report

Inspection date: 5 October 2021

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

The childminder is kind and nurturing. She provides children with a warm, home-from-home setting where children are happy and settled. Children develop positive attachments with the childminder and other children at the setting. The childminder knows the children well and recognises signs of when young children are hungry, tired or need their nappy changing. She meets children's needs successfully, so they feel secure and go off to sleep happily. The childminder is a positive role model for children and treats them with respect. Children benefit from the childminder's continuous encouragement and praise for their achievements. This reflects in their positive behaviour, helps them to feel valued and raises their self-esteem. The childminder teaches children about boundaries and positive behaviour during their play. For example, she sensitively supports children to take turns and share the resources.

Due to the COVID-19 (coronavirus) pandemic, the childminder has reduced the time parents are in the setting. She uses drop-off and collection times to give parents detailed information about their child's day and achievements. The childminder also uses electronic communications with parents to share daily photographs of their child's day.

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

- The childminder is passionate about outdoor learning. She plans a variety of outdoor experiences which enable children to be physically active and get plenty of fresh air each day. This supports their physical health and well-being. The childminder takes children on outings to local parks, open spaces and places of interest, such as the local cathedral, woodlands and farms. Children are able to practise physical skills, such as running, climbing and balancing. The childminder recognises that children need to develop relationships with their peers. She regularly meets up with other childminders in the area, so that children can play together and develop good social skills.
- The childminder supports children's literacy skills well. She introduces new vocabulary and narrates what children are doing. The childminder reads stories with enthusiasm to help children engage with books. She uses real-life objects to enhance children's knowledge and understanding of objects in the story. For instance, children explore what real feathers feel like after reading about them in their autumn book.
- Children enjoy being independent and are confident to try things out for themselves. For example, children show curiosity as they explore a range of musical instruments on offer. They show delight as they investigate the different sounds they can create with each one. Young babies move their bodies as they take part in action songs, supporting their physical development.

- The childminder gets down to children's level and enthusiastically joins in with their play and learning. For example, she successfully engages young children in a game of rolling a ball back and forth. Children smile at the childminder as she gives them praise and encouragement during the game.
- Partnerships with parents are good. Parents say they are 'delighted' with the care the childminder provides and feel she has a 'nurturing personality to support children's development'. Settling-in procedures are effective and help support children to feel safe and secure. The childminder gathers detailed information about children's routines and interests before they start. However, she does not always consider ways to involve parents in extending their child's learning at home.
- All children make good progress in preparation for their next stages of development and eventual move on to school. She makes regular assessments of what children know and can do. The childminder recognises how each child learns in their own preferred way. However, she has not fully considered how she can use these interests and learning styles to extend children's learning to an even higher level.
- The childminder is passionate about her role and enjoys her work. She is reflective of her practice and is eager to further develop her knowledge and provision. The childminder continues to develop her early years practice through targeted research and training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the procedures to follow should she have any safeguarding concerns, including wider safeguarding issues. She recognises the possible signs and symptoms of abuse. The childminder knows who to contact if she has concerns about the welfare of a child. She ensures that risks to children in her home are minimised. The childminder supervises children at all times, both in her home and on outings. She implements effective policies and procedures to keep children safe, and shares these with parents.

What does the setting need to do to improve?

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

- strengthen the information shared with parents, to enable them to understand how to support and build on their child's learning and development at home
- consider more carefully the planning of the curriculum so that it is sharply focuses on children's individual learning styles and what they need to learn next, to challenge and enrich their learning to a higher level

Setting details

Unique reference number	144833
Local authority	Wiltshire
Inspection number	10125460
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 March 2013

Information about this early years setting

The childminder registered in 1993 and lives in Salisbury, Wiltshire. She operates all year round, Monday to Thursday, from 8am to 5.30pm, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Terri Breakwell

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder and the inspector completed a learning walk and a joint evaluation of an activity.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the written views of parents shared on the day.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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