

Childminder report

Inspection date: 9 January 2025

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 are confident and happy when they are with this childminder. They enjoy engaging in a wide variety of ambitious curriculum-based activities. Children select resources independently, and the childminder allows time for children to focus and showcase their skills. They demonstrate good fine motor skills, threading laces through buttons with accuracy and concentration. Children show pride in their achievements, and the childminder always acknowledges their successes. They confidently engage in conversation as the childminder teaches them as they play. Children learn mathematical concepts while they play with toy phones, accurately identifying numbers and calling out the digits displayed. They love to explore colour mixing, expressing creativity by combining different prime colours to create new colours.

Children behave well, showing politeness by saying please and thank you. The childminder encourages children to tidy up toys before selecting new ones, fostering their sense of responsibility. Children enjoy plenty of regular exercise, going on daily walks. The childminder uses these opportunities to discuss aspects of their surroundings with children, such as echoes under bridges and natural features by the riverbank. Children learn the names of plants and identify trees by their leaves. They benefit from regular outings that enhance their knowledge and experience of different environments and social situations. When they visit local landmarks, they follow maps and find historical information about the places they visit.

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

- The childminder provides children with an ambitious curriculum that effectively supports their development. She strategically uses daily routines to enhance learning opportunities, such as identifying letters, counting cars, and recognising trees during walks. Seasonal activities, including observing changes in water to ice, encourage children's curiosity and promote their scientific thinking. Safety education is carefully integrated, with children showing awareness of road safety. Regular outdoor activities, such as park visits, encourage physical exercise and the development of gross motor skills.
- The childminder has a good understanding of children's developmental needs. Through regular observations and assessments, the childminder monitors children's progress, which informs her future planned activities. She effectively identifies age-appropriate next steps for children to work towards, ensuring each child receives personalised support tailored to their unique learning needs. Children engage well in their learning, make good progress and gain confidence in their abilities.
- The childminder demonstrates good quality interactions with children, effectively

drawing their attention to details in the world around them. Children are intrigued by mirrors showing both normal and enlarged reflections and the childminder discusses the purpose of the enlarged reflection to ensure teeth cleanliness. She uses magnifying glasses to help children examine pictures of teeth, furthering their understanding of dental hygiene. Children are actively engaged and motivated to clean their teeth, requesting toothpaste to practice while looking in the mirror.

- The childminder values storytelling. She reads stories aloud during snack time and discusses vocabulary meanings with children. She asks them to show a 'frown' or discuss the meaning of the word 'safe', supporting their vocabulary and self-expression. The childminder connects stories to children's personal experiences, promoting emotional understanding by asking who they feel safe with. Sometimes, however, she reads too quickly for younger children to follow, and they lose focus.
- The childminder evaluates her teaching and considers how to enhance her teaching. She provides resources that support her curriculum. For instance, she uses wooden dominoes to teach children to take turns, follow simple rules, and match patterns. The childminder arranges resources effectively to support children's access to learning in all areas of her curriculum. Children enjoy using shapes with see-through colours and name shapes accurately. The childminder challenges children to identify new shapes, encouraging them to recognise semi-circles and understand that placed together form a circle. However, occasionally, the childminder does not notice when children mispronounce words, so some children do not learn the correct formation of some words.
- The childminder's partnerships with parents are good. She regularly communicates children's achievements and areas to support their continual development. These ensure children have consistent care with the childminder and at home. This supports children to quickly learn the independent skills they need to help prepare them for future learning.

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:

- use more effective strategies to support younger children to engage and maintain their focus during story-reading experiences
- model the pronunciation of words to support children's language skills even further.

Setting details

Unique reference number	144953
Local authority	Wiltshire
Inspection number	10364227
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	2 to 11
Total number of places	3
Number of children on roll	7
Date of previous inspection	31 January 2019

Information about this early years setting

The childminder registered in 1993. She lives in Salisbury, Wiltshire. She is available to care for children from 8am to 5.30pm, Tuesday to Thursday, all year round. She holds an early years qualification at level 3 and offers government funded places.

Information about this inspection

Inspector

Jonathan Payne

Inspection activities

- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- 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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