

Childminder report

Inspection date: 3 May 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

Children are full of energy and happiness. They love to be active. The childminder builds children's physical stamina by taking them on daily walks and local park visits. They especially enjoy dancing. The childminder creates a fun atmosphere by switching on the disco lights. They dance together, experimenting with various moves while working to enhance their balance and control of their bodies. The children are fully engaged in different activities, such as planting sunflower seeds and measuring their growth with a ruler. They also explore different textures by using paint to create caterpillar artwork. The childminder teaches them how to use scissors to cut out their pictures with greater precision.

Children feel safe, secure and at ease. They enjoy positive relationships among themselves and with the childminder. The childminder encourages friendly conversations and interactions with children, even holding up mirrors for babies to babble at their own reflections as they explore new sounds they can make. Older children and toddlers learn to play together and respect each other's ideas, engaging in imaginative play with dinosaur toys. The childminder strives for children to be well rounded, empathetic and considerate individuals. She teaches children important values, such as the acceptance of others. Children play with finger puppets representing diverse individuals and learn about similarities and differences among people.

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

- The childminder is ambitious for every child. She sets high expectations for herself and serves as a positive role model to teach children to care for each other. The childminder prioritises positive attitudes in children and encourages them to 'have a go' and not fear making mistakes. Children are actively engaged and motivated to learn.
- The childminder creates a stimulating learning environment for children, taking into account their individual needs. She plans activities that build on their prior knowledge and support their development. To reinforce their understanding of stories like 'The Very Hungry Caterpillar', she asks thoughtful questions that connect to the children's own experiences with food and how it affects them.
- The childminder encourages children to use mathematical vocabulary throughout the day. They often initiate counting activities by themselves and demonstrate their tallying skills to the childminder. They line up toy animals and count them accurately, developing an understanding of numbers. Children also enjoy jumping on stepping logs and reading the numerals painted on them. They like to play with mathematical puzzles, exploring concepts like halves and quarters.
- The childminder identifies children's needs and responds promptly to provide the necessary support they need. She gives targeted teaching to help children stay

on track with their peers. She pays close attention to children's pronunciation, modelling correct articulation. The childminder collaborates with other early years providers and external agencies to ensure that individual children receive consistent care.

- The childminder encourages children to learn independence by asking them to put away their coats and shoes. She also prompts the children to help to tidy up before starting new activities. However, occasionally, the childminder does tasks that some children can do for themselves.
- Children's behaviour is good. Older children happily interact with babies, playing peekaboo as they prepare for painting activities. Babies giggle and join in. The childminder is quick to celebrate positive behaviours and uses these opportunities to teach empathy and the impact of their actions on others. Younger children learn from their older peers and demonstrate caring behaviours. In the event of undesirable behaviours, the childminder calmly explains how to be respectful, and children respond well by adjusting their behaviour appropriately.
- The childminder has established a close relationship with parents by communicating clearly with them about their children's needs. Parents value the effort she puts into understanding specific care routines. They say that the childminder has helped their children to become 'confident and caring individuals'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carefully considers how to manage potential risks to children. She has robust plans and procedures for minimising hazards to children while they are in her care. The premises are secure. The childminder makes appropriate adaptations to ensure a safe environment for children to play. She teaches children road safety to keep them attentive and aware of following instructions. She is alert to the signs that a child may be at risk of harm and knows who to contact if she has concerns. The childminder participates in regular training to ensure she is up to date and knowledgeable about wider safeguarding considerations, such as 'Prevent' duty.

What does the setting need to do to improve?

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

- support children's independence, particularly during daily routines, so that children learn to develop their sense of responsibility.

Setting details

Unique reference number	145491
Local authority	Wiltshire
Inspection number	10285545
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	11
Number of children on roll	11
Date of previous inspection	10 October 2017

Information about this early years setting

The childminder registered in 1997. She lives in the village of Harnham, on the outskirts of the city of Salisbury, Wiltshire. The childminder provides childcare from 8am to 5.30pm, each weekday, for 48 weeks of the year. She receives funding to provide free early years education for children aged two, three and four years. The childminder holds a level 3 early years qualification.

Information about this inspection

Inspector
Jonathan Payne

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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