

Childminder report

Inspection date: 26 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care. They form secure relationships with her and each other. The childminder provides a warm and welcoming environment where children can choose to play indoors or outdoors throughout the day. Children have many opportunities to take part in a wide range of activities and learning experiences, which they thoroughly enjoy. The childminder knows the children well and engages them in conversation to support their language development effectively.

Children's behaviour is good. Children of different ages play well together and make good friendships. They share resources and toys successfully and thrive on the childminder's consistent praise for their kindness and respect towards one another.

The childminder closed the provision for a short time during the COVID-19 (coronavirus) pandemic. She remained in contact with the children and parents during this time. She provided the families with ideas for activities they could complete at home. She used video calling to read stories and lead music sessions. This also enabled the children to see one another during this time. Since all children have returned to the setting, the childminder has continued to focus on helping children to develop good social skills and supporting their emotional well-being.

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

- The childminder knows what she wants children to learn and provides experiences which interest and engage children well. This helps them to make good progress in their learning. Children excitedly talk about recent holidays when they rode on a donkey, and ate fish and chips, and ice cream. The childminder role models language well as she asks questions which encourage children to think. She extends their vocabulary successfully through engaging them in meaningful conversations.
- To make improvements, the childminder reflects on her own practice and the quality of her provision. She continually reviews how she uses the outdoor area to enhance children's learning. She has identified further training opportunities for herself, such as increasing learning about phonics to develop children's listening skills further.
- The childminder supports children to count. However, she does not provide many opportunities for older children to count beyond five or learn about shape.
- The childminder works well in partnership with parents. Parents comment positively about the childminder and her provision. They say that their children love attending and have grown in confidence. The childminder seeks the views

of parents to help her develop her provision and practice further. She shares information with them regularly and welcomes their involvement. The childminder liaises well with other settings that children attend, to provide consistency in children's care and education.

- Children are developing good independence skills. They help the childminder to push and slide buttons to play music and adjust the volume. Children have a good understanding of the importance of keeping healthy. The childminder talks to them about healthy eating and reads them a story as they explore different fruit. However, the childminder misses opportunities to encourage children to develop self-care skills, particularly with toilet training.
- The childminder interacts with the children in a warm and caring way. Children help her to tidy away and independently carry out tasks, such as zipping up the bag which contains the musical instruments. Older children help younger children put on their shoes as they get ready to play outside. The childminder praises the children for helping one another and for good listening when she asks them to wait on the brown mat before going outside.
- Children develop good communication and language skills. The childminder introduces new words, such as 'guava', to increase children's vocabulary and reinforce their understanding. Children take it in turns to choose resources from a bag and sing songs based on the item they choose. They enthusiastically sing about a spider or travelling on a bus, as they move their bodies in different ways.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. She has a good understanding of her role and responsibilities to keep children safe. She can recognise the signs or symptoms when a child may be at risk of harm and knows the correct reporting procedure to follow. The childminder supervises the children well and remains vigilant to help ensure their safety. She teaches the children to keep themselves safe. For example, she talks to them about tidying away the toys to avoid tripping hazards. She talks to the children about why they need to apply sunscreen before going outside.

What does the setting need to do to improve?

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

- implement additional strategies to support children to count beyond five and learn about shapes
- support children more effectively to fully develop their self-care skills.

Setting details

Unique reference number	2509900
Local authority	Wiltshire
Inspection number	10191589
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Salisbury, Wiltshire. She offers care from Monday to Friday, for most of the year. The childminder is qualified to level 3 in childcare and education.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- This was the first routine inspection the childminder 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 their evaluation of the setting.
- The childminder talked about what she intends children to learn and how she implements this.
- The childminder shared written feedback from parents with the inspector.
- The inspector and the childminder observed the children engaged in activities, both inside and outside, and completed a follow-up discussion about children's learning and development.
- The inspector spoke to the children at appropriate times throughout the inspection.

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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