

Childminder report

Inspection date: 31 May 2022

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 show high levels of confidence and are comfortable in the childminder's warm and welcoming environment. They can freely access a good range of resources linked to their individual needs and interests. For example, the childminder always has the children's favourite books within easy reach. Children enjoy the childminder reading stories and are keen to join in with familiar phrases and rhymes. Children behave well. They know and understand the boundaries and expectations. They share well and wait patiently for their turn on the sit-and-ride toys. At other times, they work together to tidy up before lunch.

The childminder has high expectations for the children and provides a varied curriculum. She provides a wide range of experiences linked to what they need to learn next and evaluates what children learn from the experience, to make sure they are making the best progress possible. Children follow good hygiene routines and learn how to keep safe in the childminder's home environment and on outings. For example, they are currently learning how to cross the road safely and how to stay safe at the park.

Due to the COVID-19 pandemic, the childminder worked with the parents in different ways. For example, parents dropped off and collected their child from the front door. Parents now collect the children from inside the home, which gives them the opportunity to see the children's creative work and where they play.

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

- The childminder provides a wide and varied curriculum tailored to the children's individual needs and interests. She works closely with parents to identify the child's next steps in their learning and develops a plan to support them in meeting this. The childminder has identified some children have needed support in their personal, social and emotional development because they had limited opportunities to socialise with other children and adults during the national lockdowns. As a result, the childminder meets with other childminders and their children to enable children to become confident when mixing with children of similar ages.
- Children's communication and language skills are particularly well supported. The childminder incorporates lots of activities to support children developing their language skills and learning new vocabulary. For example, while talking about minibests, the childminder introduces new words relating to new species. They look at books together and talk about what is happening in the story and what they think might happen next. Children enjoy singing familiar songs and rhymes and are confident to ask for their favourites. They are keen to join in with the actions.

- The childminder has been proactive in developing her knowledge and skills. For example, she has completed various training sessions since registering and uses the information gathered to help improve and inform her practice. She has devised a thorough plan to make sure that all aspects of her childminding service meet the needs of the children and their families. She has written information to help parents understand what she is trying to achieve with their children. Consequently, the childminder has a good understanding of the areas that she could develop.
- Partnerships with parents are good. The childminder has secure methods to regularly share information about children's progress. She explains how parents can support their child's learning at home, and they can work together to identify what their child needs to learn next, or specific milestones, such as toilet training. Parents comment that their children's confidence has grown and that they are happy, outgoing children that are making good progress in their learning. Any concerns they may have are quickly addressed, reassuring them that their child's needs are being met.
- Children show high levels of independence and are confident to approach the childminder for help and support, and she clearly knows their individual needs well. In general, the childminder is consistent in her approach to support all children in engaging in the activities. However, on occasions, opportunities for quieter children to be fully involved are not maximised.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of all the aspects of safeguarding. She is confident to identify possible signs that may indicate a child's welfare needs are not being met and has clear procedures to follow in the event of a concern. The childminder teaches children from an early age how to take controlled risks and stay safe, particularly on outings. Children learn how to use knives to prepare their fruits at snack time. The childminder has a range of resources, such as reins, to help keep the children safe on outings while allowing them to explore their environment.

What does the setting need to do to improve?

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

- extend opportunities for all children to fully participate in activities, particularly quieter children.

Setting details

Unique reference number	2542864
Local authority	Wiltshire
Inspection number	10239404
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Salisbury, in Wiltshire. The childminder offers care Tuesday to Friday for most of the year.

Information about this inspection

Inspector

Lorraine Sparey

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 childminder.
- The inspector took account of the views of parents through letters provided for the inspection.
- The inspector completed observations indoors and in the garden, and spoke with the childminder and the children at different times throughout the inspection.
- The inspector scrutinised documents at the request of the childminder that she uses to monitor and evaluate her provision.
- The childminder spoke to the inspector about their intentions for children's learning.

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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