

Childminder report

Inspection date: 17 August 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 are very happy and settle quickly and with ease under the childminder's welcoming and friendly approach. They have good relationships with each other and the childminder. The childminder is caring, kind and supportive of children. Children are well behaved and enjoy their friendships. They are careful to not hurt others when bouncing and playing on the large trampoline. The childminder supports children's communication skills well. From a young age, she encourages them to verbally share their thoughts, needs and ideas.

The childminder is clear about what she wants children to learn when they are with her, so they develop key-life skills. This includes keeping themselves safe and being emotionally secure and independent through exploring nature and the world they live in. Children independently move about the childminder's home and garden, finding activities of their choice that they absorb themselves in. There are a good range of activities and resources that support the children's learning well, such as the mud kitchen, chalking, and making pizzas. Children take care of some of their personal health needs from a young age. For example, they wash their hands during the day and pour their own drinks.

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

- The childminder makes good use of the local environment to give children new experiences, such as crabbing, den making and exploring the local forests and countryside, broadening children's interests. Children enjoy being outdoors and active. They have good control of their movements as they run, jump and climb. From a young age, children gain control of their bodies and enjoy the freedom this gives them to move about in their activities.
- The childminder knows the children well and provides some targeted activities and support that positively engages children in their learning, particularly during her planned pizza-making activity, for example. She actively encourages children to have a go at cutting up different vegetables of their choice, spreading the tomato base and grating cheese on top. The childminder provides good support and encouragement, helping children to count and recognise colours and shapes. Although the childminder knows the children's next steps well, at times her interactions and activities do not focus as sharply as they could on what children need to learn next, to challenge them more consistently in their play and learning.
- Partnerships with parents are good. The childminder works closely with parents to ensure children receive consistency in their care routines and learning. She gains useful information from parents to help her provide tailored and individual support to children. The childminder shares detailed information verbally and using an online App to keep parents informed of what their children can do. She

includes ideas for activities for parents to do at home to continue their children's learning.

- Children are confident communicators. From a young age, they learn to speak, making their needs known. They engage in discussions and add to conversations. For example, when talking about where they live and visiting each other's homes. Even the younger children join in. For example, when the older ones talk about a favourite cartoon character, younger ones share how Pikachu looks like the banana they are eating.
- Children are very tolerant of each other, regardless of age, and engage in positive play and learning. They understand to be kind and careful around others and the childminder's pets. Children are learning to share and take turns, and overall receive good support from the childminder. However, not all her strategies are as successful as they could be. For example, when helping the children to understand the concept of waiting for two minutes until they can have a go or have a toy.
- The childminder supports her assistant well and they work successfully together to reflect on their practices and make improvements. The childminder targets training to extend her and her assistant's teaching. This has led them to better understand the importance of talking, and improve how they communicate with the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear awareness and understanding of her responsibility to safeguard children. She recognises potential signs of abuse and risks to children and makes sure parents are aware of her procedures to protect their children. Regular child protection training keeps the childminder's knowledge up to date of procedures to follow and agencies to contact should she have a concern. The childminder supports children well to learn about potential risks, indoors and outside, so they are more aware of how to play safely.

What does the setting need to do to improve?

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

- develop and use strategies to further extend children's understanding of taking turns
- make better use of activities and interaction to challenge children more consistently in achieving their key next steps.

Setting details

Unique reference number	2570356
Local authority	Wiltshire
Inspection number	10239278
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 2020 and lives in Whiteparish near Salisbury, Wiltshire. She is open Monday to Friday, from 8am to 6pm, throughout the year, and works alongside an assistant during term times. The childminder accepts funding to provide free early years education for children aged three and four years. The childminder has a level 2 qualification.

Information about this inspection

Inspector
Janet Armstrong

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 the childminder's curriculum and her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- 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 childminder and inspector carried out a joint observation of a group activity and discussed the impact that this had on children's learning.
- Parents shared their views of the childminder through completed questionnaires.
- 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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