

Childminder report

Inspection date: 4 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 demonstrate a positive attitude to learning. They are curious and inquisitive learners who enjoy being outdoors. They like to explore the childminder's garden and confidently describe the strawberries and tomatoes they have picked for snack time. Children show good independence skills. They wash the fruit and vegetables and carefully prepare their own snack using safety cutters. The childminder encourages the children to count the pieces of cucumber and introduces mathematical language as she discusses 'odd' and 'even' numbers. Children show good manners and say 'please' and 'thank you'. They receive positive praise from the childminder.

Children develop good communication and language skills. The childminder knows how to extend their language. She skilfully uses open-ended questions to encourage children to think before responding. For example, when asked why they need to drink water, the children explain to the childminder that they need to drink water to stay 'hydrated' and talk about rinsing their mouth with water after food, so they have 'clean teeth'.

Children enjoy exploring books. They are familiar with the features of books and refer to the 'front' and 'back' of the book. The childminder knows how to extend children's vocabulary. For example, she talks to them about the 'blurb' at the back of the book and explains what this is about. Children make good progress in their learning and gain the necessary skills they need in preparation for starting school.

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

- The childminder plans a range of interesting activities. During the inspection, the children engaged in an adult-led activity where they had picked their own sunflower from the garden. They confidently talked about the different parts of the flower before listening to a story called 'Ten Seeds'. Following this, the children made their own yellow play dough, which they moulded to create individual sunflowers, while using the seeds they gathered earlier to create patterns. The childminder encouraged the children to have a go at trying new things. However, at times, she does not consider the ages and abilities of the children when planning adult-directed activities to help achieve realistic learning outcomes. This results in some younger children being less focused.
- The childminder knows how to support children with special educational needs and/or disabilities (SEND). She liaises with other professionals, such as the speech and language therapist, and early years providers to exchange information. The childminder works closely with parents and agrees strategies to help their children develop further. Parents are highly complimentary about the care their children receive. They state how their children have grown in

confidence and are reluctant to get collected, as they are very happy attending the setting. The childminder maintained regular contact with families during the COVID-19 lockdown. She hosted video calls where she delivered puppet shows and created individual activity packs for children to do at home.

- Children learn to manage their self-care needs well. They use the toilet independently, dress themselves and collect their own belongings. The childminder teaches children about adopting healthy lifestyles. She ensures children are physically active and builds on their interest in exploring nature. Children talk to the childminder about going to the dentist and the 'good' and 'bad' food choices to prevent them from having a 'toothache'.
- The childminder is a good role model and knows how to promote positive behaviour. She praises children for their achievements and is kind and caring. Children are considerate and respectful towards one another. Older children are caring towards younger ones and often help them with putting on their shoes. The childminder teaches children about other cultures to broaden their knowledge of the world. However, she places less emphasis in building upon children's understanding of other people and communities, to further strengthen their appreciation of diversity.
- The childminder values her professional development. She attends weekly online courses and webinars to improve her knowledge. The childminder regularly reflects on the quality of her provision to identify areas for improvement. She has established good links with other local childminders to exchange ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs of abuse and neglect. She attends regular online training to keep her safeguarding knowledge up to date. The childminder knows how to report any welfare concerns to the relevant authorities, such as unexplained bruising on non-mobile babies. She has a secure understanding of her safeguarding policy and procedures, including how to report any allegations made against her or a household member. The childminder undertakes daily checks to remove any hazards and to keep children safe.

What does the setting need to do to improve?

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

- strengthen knowledge of how to plan and teach children about diversity, so they learn to appreciate similarities and differences between themselves and others
- develop curriculum planning to refine children's learning experiences and offer more precise challenges that match their individual development.

Setting details

Unique reference number	2572167
Local authority	Wiltshire
Inspection number	10239272
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 10
Total number of places	4
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Salisbury, Wiltshire. She operates Monday to Wednesday from 8.45am to 5.30pm during term time and some school holidays. The childminder is in receipt of funding for children aged three and four years. She holds a relevant qualification in childcare at level 3.

Information about this inspection

Inspector

Shahnaz Scully

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder gave the inspector a tour of the premises. She talked about children's learning and progress, and how she delivers the curriculum.
- The inspector read feedback from parents to gain their views about the childminder.
- A range of documentation was reviewed, including qualification certificates.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and development.

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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