

Childminder report

Inspection date: 24 April 2023

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 benefit from a broad and interesting curriculum to help them make good progress in all areas. This includes outings to widen their experiences, such as walks in the forest and attending play sessions in the local community. The childminder organises the play areas with care to capture children's interest. Children move around confidently, leading their own play and finding their favourite activities. Toddlers are curious to investigate new activities and explore sensory materials. Older children engage for long periods while making models with construction resources and persevering to complete puzzles.

Children are very happy and settled in the childminder's care. They develop extremely warm and trusting bonds with her. Babies cuddle into her for comfort and settle well for their sleeps. The childminder helps children to develop very good social skills and attitudes. For example, she provides gentle and consistent messages to support the toddlers in sharing and taking turns. Older children listen well and play with the younger children gently and considerately. Children learn how to play safely under the childminder's guidance, such as understanding the risks of climbing on equipment and the dangers of hot water.

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

- The childminder works closely with parents to meet children's needs and care routines consistently. For example, she provides settling-in sessions and home visits to help her get to know the children and their families. This helps children to feel safe and secure in her care.
- The childminder assesses and monitors children's learning effectively from the start to allow her to plan and support their learning well. She plans activities to help them succeed with their identified next steps for learning and supports their personal interests well. However, on occasions, she misses opportunities to help older children to learn more about numbers and quantity to develop their mathematical skills further.
- The quality of teaching is good. The childminder allows children time to lead their own play, as well as joining in to support and challenge children to build on what they already know and can do. She skilfully adapts activities to meet the individual needs and choices of each child. For example, older children learn to make play dough by measuring and combining ingredients. Younger children explore making patterns in the flour with their hands. This helps all children to engage well and enjoy the activity.
- Children communicate well. The childminder asks older children questions to encourage them to think and speak. She creates fun singing activities for children to learn the verses and new words from the props, such as finding out what a polar bear is. The childminder values and encourages the

communications of the youngest children. For example, she verbalises and responds to their babbles and gestures.

- The childminder helps children to develop the skills they need in readiness for school. Children learn to be confident and independent and to overcome challenges. They develop good behaviour and are interested and motivated to learn.
- The childminder provides lots of activities to encourage children's physical development. Toddlers use safe spaces to balance, practise their new walking skills and wiggle along to songs they sing together. Older children learn to use tools effectively and practise good personal hygiene routines to maintain healthy lifestyles.
- Partnerships with parents are strong. The childminder involves them in all aspects of their children's care and development. Parents share very positive views of the care the childminder provides. They state, for example, that their child has thrived beyond belief since being in the childminder's care, and that she is reliable and trustworthy and their children love attending.
- The childminder is committed to continuously developing her knowledge and skills. She undertakes regular training and reflects on her provision to make improvements to the quality of care and learning she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding role and responsibilities. She understands the risks to children and is confident about the signs and symptoms that might alert her that a child is at risk of harm. The childminder knows the correct procedures to follow in the event of any concerns about a child's welfare. She attends training to help keep her knowledge up to date. She uses robust risk assessments to help keep children safe in her home and on outings.

What does the setting need to do to improve?

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

- strengthen older children's understanding of numbers and quantity to develop their mathematical skills further.

Setting details

Unique reference number	2635123
Local authority	Wiltshire
Inspection number	10285177
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 7
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Larkhill, near Salisbury, Wiltshire. The childminder offers care from 7.45am to 5.30pm, Monday to Friday. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Bridget Copson

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 completed a learning walk around her home with the inspector and explained how she meets children's needs and delivers the curriculum.
- The inspector observed activities and the quality of the childminder's interactions with the children.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' and children's views.

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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