

# Childminder report

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Inspection date: 23 March 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------------|
| Overall effectiveness at previous inspection | Inadequate |
|----------------------------------------------|------------|

## What is it like to attend this early years setting?

### The provision is good

Children are very settled and content in the childminder's care. The childminder takes time to learn children's routines. For example, she knows how they sleep and what food they enjoy. They go to her and enjoy a cuddle if they need comfort and have built good relationships with her to confidently explore the environment. This has a positive impact on children's personal, social and emotional development.

All children make good progress, as the childminder has a clear understanding of what she wants them to learn, and a well-planned curriculum is in place. She uses this information, alongside the interests of children, to provide activities that support children's learning effectively. For example, babies learn how to empty and fill containers and develop their hand-to-eye coordination.

Children behave well. They listen carefully and follow simple instructions. For example, when a baby attempted to stand up on a chair, the childminder gave gentle instructions and gestured to them to sit down. The baby understood the expectation and responded well, sitting back on the chair.

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

- Children enjoy exploring musical instruments. For example, they bang on drums and shake bells. The childminder role models how to use the instruments and uses these times to incorporate other areas of learning, such as mathematical development and communication and language. The childminder introduces patterns of numbers to the children as they shake the rattles, counting as the children shake them. The childminder sings songs while using the instruments. The children show excitement with familiar songs and are praised when they are using the instruments.
- The childminder talks to the children throughout the day to support their communication and language skills. She acknowledges the communication of all children, including the very youngest children, praising them as they babble in response when she speaks to them. They beam with delight for having their efforts acknowledged. The childminder shares stories with the children, and she introduces new sounds and vocabulary. For example, babies practise skills for speaking as they copy the animal noises the childminder makes while looking at books.
- The childminder promotes some independence skills. For example, children have access to a wide range of toys to play with at their level and are confident to reach for toys of interest. However, the childminder does not provide further opportunities to develop independence in self-care, such as encouraging children to wipe their own noses or attempt to wash their own hands.
- The childminder attends regular training to develop her practice. She reflects on

the needs of her children and attends courses to help her improve her practice in support of the children. She works closely with the local authority to ensure she is kept up to date with changes in policy and practice. The childminder liaises well with the local school and pre-school when they share care and education of the same children. This ensures that children make consistent progress.

- Children concentrate well during adult-led activities. However, during free play, they become easily distracted when the resources the childminder sets out do not offer them the same level of challenge.
- Partnerships with parents are effective. Parents describe the childminder's provision as being a home-from-home environment, and they know that their children are well cared for. The childminder keeps parents very informed about their children's progress and well-being. The childminder and parents work closely together to ensure the best outcomes for the children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role to safeguard children, and she provides a safe environment. She keeps her knowledge up to date and is aware of all safeguarding risks that children in her care, and their families, may be exposed to. The childminder knows what to do if she has concerns about a child's welfare and the action to take if an allegation is made against herself or a household member.

## What does the setting need to do to improve?

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

- provide challenging activities during children's self-chosen play in order to extend their learning and help them to stay focused for longer periods
- strengthen opportunities for children to take part in tasks they can do for themselves, supporting their independence.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2639758                                                                           |
| <b>Local authority</b>                             | Wiltshire                                                                         |
| <b>Inspection number</b>                           | 10262120                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 6                                                                            |
| <b>Total number of places</b>                      | 4                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 18 October 2022                                                                   |

## Information about this early years setting

The childminder registered in 2021 and lives in Durrington, on the outskirts of Salisbury. She operates Monday to Friday, for most of the year.

## Information about this inspection

### Inspector

Marie Swindells

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector carried out a joint observation of an activity.
- Parents shared their views of the childminder with the inspector.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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