

Childminder report

Inspection date:

26 March 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The childminder has created a curriculum that securely embeds children's learning and development. Children's curiosity and motivation to learn shine through as they eagerly explore the opportunities on offer. Younger children touch real blossom, igniting their senses and enhancing their awareness of what they may see during spring time. Older children explore mixing colours when deciding what colour they want their blossom tree, one saying, 'I can make purple.' The childminder sequences children's learning and ensures it is age-appropriate. For example, she embeds high expectations from a young age when encouraging younger children to break up their bananas using their hands and older children to cut and peel their bananas for snack. Children show excellent independence and fine motor skills. Older children enjoy conversations relating to their experiences, providing them with a strong sense of belonging, and one excitedly says, 'I have a heart shape cake.' The childminder skilfully questions children by asking, 'How many candles?' and 'Can you show me three fingers?' for example, naturally building on their mathematical skills. Children make excellent progress in their learning.

The childminder is extremely attentive to children's needs and provides comfort and reassurance when they need it. Children develop resilience and feel safe and secure. The childminder creates 'floor books' for each child where they can revisit their own learning journeys, embedding their experiences. Younger children develop their emotional security as they point to family photos, saying 'mummy' with a smile. Younger children help the older ones to find their wellies and say things like, 'There you go,' forming wonderful, caring relationships with each other.

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

- The childminder has a wealth of knowledge and experience. She uses this well to help children progress in their learning. The childminder uses children's starting points and knows what she wants children to learn next. Younger children are challenged in their learning, for example when they work out how to use a peg to pick up the small pom-poms. They focus and engage deeply and begin to think critically from a young age.
- The childminder exposes children to a language-rich environment. She repeats words back to the children using the correct pronunciation. For example, when younger children say 'fishies' the childminder repeats 'fish', enabling the children to further develop their language skills more precisely. The childminder uses highly skilled interactions to introduce age-appropriate vocabulary to older children, such as 'gully', as water gathers when pouring water over toy eggs. The childminder prompts discussion about how the dinosaur will come out of the egg, and children use words such as 'hatching'. Children excel in their communication and language development.

- Children develop healthy practices. The childminder helps children to understand the importance of oral hygiene. Children manage their personal care needs independently and say, 'I will do it,' taking ownership of their own abilities. The childminder ensures children have what they need to develop independence. Younger children show a strong sense of pride when they use the step provided to wash their hands independently, saying, 'I did it,' for example. The childminder encourages children to recycle when they throw things away. Children begin to learn how they can look after their environment.
- The childminder is highly motivated. She enjoys building on her professional development, positively impacting on her practice and provision. Recent completion of the early years development programme has supported her to feel more empowered and confident, particularly with the delivery of mathematics. The childminder checks what children know and supports them to embed their skills. She questions older children as they paint numbers, asking, 'Can you remember this number?' and 'What comes next?' The childminder is currently building a 'maths box' to continue to enhance children's mathematical development.
- Parents report on the tremendous care the childminder provides, including how she 'meticulously' plans her days and environment to suit the needs of all children. They comment on how well supported they are and how the childminder listens to their needs and wishes. They report on the good balance of activities at home and trips out. Parents feel well informed of their children's learning and next steps and enjoy receiving 'celebrations' when children achieve something such as, writing their name.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2655993
Local authority	Wiltshire
Inspection number	10333024
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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Amesbury, in Wiltshire. She operates Monday to Friday, from 8am to 5pm, throughout the year. She has a level 3 childcare qualification. The childminder receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- This was the first routine inspection the provider 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 how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with 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 inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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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