

Childminder report

Inspection date: 27 September 2024

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

The childminder provides a friendly, welcoming environment where children feel comfortable and at home. Children enjoy indoor and outdoor spaces where they choose resources they want to play with. They are confident and engage in imaginative play, recalling buying tickets for a pretend day out. They open the toy cash register and have fun making beeping noises for their 'ticket machine'. The childminder applies her curriculum by following children's interests and developing their critical thinking skills. For example, she encourages children to think and explain how things work. When children play with a ball that collapses into a disc, she asks them to work out how it works. They investigate by looking inside and love the time spent with the childminder discussing their ideas and testing their theories with her. Children make up games with the childminder and giggle as they see how many numbers they can count before the ball bounces back.

Children feel safe and secure and behave well. They benefit from trips out, where they begin to understand the world around them. They learn about the people who keep them safe and how to ask for help if they need it. For example, on trips to the beach, they meet lifeguards and talk with them about staying safe and having fun by the sea.

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

- The childminder plans an ambitious curriculum that gives children the skills and knowledge they need for school. She builds their confidence in education and life skills. For example, children learn the social skills they need to make friends. They learn the independence skills they need to look after themselves, such as taking themselves to the toilet. The childminder supports children's positive attitudes to learning and encourages them to view themselves as readers, writers and mathematicians.
- The childminder models communication and language well. She engages children in meaningful discussions about topics that interest them and introduces them to a range of books. When children dress up as dinosaurs, she uses their enthusiasm as motivation to look up non-fiction books to learn more about pre-historic animals. Children independently select books. The childminder talks to them about what they see and finds out what they know. Children talk confidently and maintain their conversations with the childminder.
- Children enjoy numbers. The childminder attends training and knows how children develop mathematical thinking and vocabulary. Children are self-motivated and independently choose mathematical resources. They select coloured bowls and accurately count objects in them. The childminder checks children's understanding, and they answer with confidence and enthusiasm. Children benefit by securing a knowledge of numbers and mathematical

vocabulary.

- The childminder supports children's physical health. She regularly encourages them to learn gymnastic skills. Children grow in confidence in their ability to balance, climb and jump. The childminder challenges children to build on previously learned skills to jump a little further. She also supports children's belief in themselves, holding their hands and encouraging them to have a go.
- Children behave well. They develop a sense of self and are confident in independently looking after themselves by using the toilet. When children become restless and find it difficult to manage their emotions, the childminder explains the feelings that they are experiencing and what they need to do to make themselves feel better. However, occasionally, the childminder does not reinforce her expectations of children's behaviour to help them learn to manage their own emotions. As a result, children do not always take the action she suggests to help them feel better, which impacts on their concentration and focus.
- The childminder develops good partnerships with parents. She keeps them well informed of children's progress through regular conversations and sharing children's work. The childminder invests in relationships with families to build trust and confidence. As parents' confidence builds, children also build close, meaningful bonds with the childminder. Children feel safe and enjoy the time that they spend with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- reinforce children's understanding of expectations, providing the support they need to manage their emotions and promote focused learning.

Setting details

Unique reference number	2673503
Local authority	Wiltshire
Inspection number	10354906
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 3
Total number of places	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Salisbury, Wiltshire. She operates from Monday to Friday, 7.30am to 5.30pm, and offers government-funded places.

Information about this inspection

Inspector

Jonathan Payne

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education the childminder provides and assessed its impact on children's learning.
- 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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