

Childminder report

Inspection date: 27 March 2025

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 children with a nurturing and stimulating environment. She uses curriculum-based activities to build children's skills and knowledge that they need to make progress. For instance, children recall and predict which new colours they will be making as they mix two play dough colours together. The childminder expands children's vocabulary, modelling language as they mix their dough, 'Folding, squashing, squishing.' Children are highly motivated, focus well and are excited to create new colours: 'Let's make orange.' With careful questioning from the childminder, children accurately select yellow and red play dough, recalling knowledge from previous learning.

Children learn to be resilient. The childminder carefully designs tasks to make them increasingly challenging to improve children's development. By providing varied learning opportunities, children develop skills such as finger control with dedicated practice and encouragement. The childminder creates a safe environment for children, where she acknowledges their efforts, which helps them continue with tasks even when they find them challenging.

The childminder uses the local environment to enhance her curriculum for children. Regular visits to the library nurture children's love of reading, while observing crops growing in nearby farm fields fosters children's awareness and appreciation for the changes that they see in nature throughout the seasons.

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

- The childminder's ambitious curriculum focuses on preparing children for future learning and building their confidence for school. The childminder identifies children's needs and provides experiences that enhance their learning. Her planning is both skilful and flexible, addressing children's emerging needs and interests. For example, when the wind unexpectedly shuts a door, she initiates conversations with children about what happened. The childminder plans cause-and-effect activities so that children can experience an effect that they have caused, such as blowing bubbles with a mixture made from paint, demonstrating how air can create bubbles that pop onto paper.
- The childminder assesses children's needs accurately. She knows children well and takes careful time to understand their unique circumstances. The childminder uses this knowledge effectively, providing numerous learning opportunities during play and teaching activities. For example, children develop finger control through dedicated practice, staying motivated and focused with the childminder's support.
- Children have a strong love for books and use these to learn about the natural world around them. They are confident, enthusiastic, and excited as they share

their learning experiences. For instance, children eagerly engage in discussions about tadpoles, explaining their transformation into froglets with the help of posters and books about the frog life cycle. They know that non-fiction books are a source of information.

- Children respond positively to the childminder's expectations of their behaviour. They actively engage in tidying up, putting away toys, and sweeping the floor with eagerness and independence. On the rare occasion that behaviour does not meet the childminder's expectations, she gently reminds them of the appropriate actions to take. However, her explanations about the importance of rules and their benefits are sometimes not clear to children so they need extra reminders of expectations.
- Children develop good social skills. They work well together in their play, inventing interesting ways to combine resources and test their ideas. For instance, they modify a pop-up toy by talking with each other and sharing ideas. They negotiate well and agree to try different loose parts to find out how far they will travel when launched from the pop-up toy. They are delighted with their new game and focused on adding further improvements. The childminder celebrates the skills that children have developed to work together successfully.
- The childminder establishes strong partnerships with parents. She consistently shares children's achievements and collaborates with parents to address any concerns, ensuring consistent strategies to support their progress. Parents explain that the childminder's support for their children also provided them with the tools to also support their children's development.

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:

- strengthen the teaching of children's understanding of the rules of the setting so that they know why these rules are important and how they benefit themselves and others.

Setting details

Unique reference number	2702087
Local authority	Wiltshire
Inspection number	10375725
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	3
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in the Laverstock area in Salisbury, Wiltshire. The childminder operates Monday to Friday, all year round, from 7.30am until 6pm. The childminder holds a level 3 childcare qualification and offers government funded places.

Information about this inspection

Inspector

Jonathan Payne

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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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