

Childminder report

Inspection date: 6 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident. They feel safe and secure in the care of the experienced childminder, who makes sure that each of them feels valued and included. For example, she supports babies to clap and dance as she sings songs with older children. Children enjoy good interactions with the childminder. She talks to them all the time, modelling language, introducing new vocabulary and asking questions to encourage them to respond. For example, they talk about the plants they see on the way to school and learn their names, such as 'valerian'. The childminder extends this learning opportunity by asking about what children have previously learned about seeds and what they need to grow. The children quickly explain that seeds need soil and water. Children are well behaved. They listen carefully to instructions and show care for one another.

The childminder is skilled at supporting children's learning through an effective balance of planned and child-led activities. She understands what children need to learn and the importance of building on their previous learning. She gives them lots of opportunities to embed their new knowledge and skills. The childminder has high expectations for every child. When children need extra help to make progress she uses effective strategies to support them. Children make good progress from their starting points.

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

- The childminder knows children well. She confidently describes the progress they have made and accurately identifies what they need to do next. She provides a varied range of play and learning opportunities which interest and engage children. For example, children thoroughly enjoy making nests with shredded paper and placing eggs and birds in them. The childminder talks to them about birds laying eggs and asks what comes out of the egg. This activity links well to a recent activity where children went birdwatching.
- The childminder uses effective teaching methods to support children to make good progress. She is enthusiastic and motivates them to become active learners. She encourages them to think for themselves and try things out, such as threading shredded paper through a tube. She is skilled at extending children's learning, building on what they say and do to further their progress. For example, when children talk about what they are eating she adds descriptive words such as 'crunchy' and 'juicy'. Children learn to recognise shapes in the environment as they look for triangles and squares on the pavement. However, the childminder does not consistently extend children's mathematical learning as far as possible during activities.
- Children are well behaved and show respect for one another. They learn to share and take turns as they play and the childminder praises them for doing so.

They are eager to help each other and older children enjoy being involved with babies. For example, they help the childminder set up a tower for babies and choose an activity card to help support babies' early communication skills.

- Children of all ages are confident and independent. Older children proudly describe their achievements, express their ideas and confidently interact with visitors. Babies independently explore different containers filled with varied items and develop the confidence and skills to move towards other resources. When children ask the childminder if she can do something for them, she quickly responds by asking if they can try it themselves. This helps them develop independence.
- The childminder and parents work closely together to ensure a shared approach to children's learning. Parents comment on the detailed information the childminder collects about their children, including their routines and what they can already do. There is good two-way sharing of information about children's progress and parents appreciate the childminder's advice about how to support children's learning at home.
- The childminder is experienced and knowledgeable. She continually reflects on her practice to ensure that children have interesting learning opportunities which help them make good progress. However, the childminder has not recently developed her knowledge and skills further. She has found it difficult to access face-to-face training, which is her preferred method of learning, due to the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to protect children. She talks to children about how to stay safe and ensures that they play in a safe environment. She understands the possible signs that a child may be at risk of harm and knows what to do if she has concerns. She talks to older children and parents about online safety. The childminder ensures that young children are kept safe on outings, using reins to restrict how far they can go and discussing road safety and stranger danger with them. Children show that they know the routine for walking to school.

What does the setting need to do to improve?

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

- take every opportunity to thread mathematics through activities to enhance children's learning in this area
- enhance existing skills and knowledge to support children's learning even further.

Setting details

Unique reference number	EY224615
Local authority	Wiltshire
Inspection number	10294748
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	0 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	5 February 2020

Information about this early years setting

The childminder registered in 2002. She lives in the Bishopdown area of Salisbury, in Wiltshire. The childminder receives funding to provide free early education for children aged two, three and four years. She provides care on weekdays, from 8am to 6pm, all year around. She holds an early years qualification at level 3.

Information about this inspection

Inspector
Catherine Sample

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 provision.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and 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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