

Childminder report

Inspection date: 24 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are highly cooperative with the childminder and each other. They listen very carefully to the childminder and ask questions to further their understanding. Children manage their feelings and behaviour extremely well and are developing high levels of confidence and self-esteem. Children show exceptional care and consideration for others. For instance, they share toys very easily with each other, including giving favourite toys to their friends. Children develop an excellent sense of responsibility. For example, they enthusiastically and very adeptly tidy up toys when asked.

The childminder has high expectations for children. She provides a curriculum that helps to prepare children for their future learning. For example, the childminder provides activities that they enjoy, to help to develop their finger muscles in preparation for handwriting. These include making play dough and manipulating the dough to make 'mountains' as they recall stories. Children grasp spoons and jugs correctly, show good control and measure out ingredients carefully. They take great pride in their achievements and, as a result, try their best.

The childminder is aware of the possible impact of the COVID-19 pandemic on the children. Consequently, she plans a curriculum to ensure that children have opportunities to meet up with others and attend groups outside of the setting.

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

- The childminder identifies what children know and can do. She builds on this to close any gaps in their knowledge. However, there are times when the childminder asks a lot of questions in quick succession without allowing children enough time to think of and communicate a response. This does not fully support children's speaking and language skills.
- The childminder supports children who speak English as an additional language well. She talks to children in English and gathers key words from parents in children's home languages. This enables the childminder to say key words in their home languages and to repeat the same word in English. Children who speak English as an additional language are confident and make strong relationships with the other children in the setting.
- The childminder promotes children's independence well. Children put on their own shoes and set up their games, and they wash their own hands after they have used the toilet, without being prompted. The childminder praises children for their independence. This helps children to develop their self-esteem.
- Children learn about safety as they cut up their bananas for snack. The childminder provides healthy snacks and ensures that there are good health and hygiene procedures in place. Children also learn about numbers and other

mathematical concepts. For instance, the childminder encourages children to count and teaches them about the difference between a half and a quarter.

- Children develop some knowledge of the world around them. For example, they enjoy fresh air and physical exercise on their walks and frequent visits to local places of interest and parks. These help them to understand their community.
- The childminder has formed links with other settings that the children attend. However, the sharing of information is not yet fully developed. The childminder is unaware of children's individual targets, to ensure that there is continuity in their care and learning.
- Partnerships with parents are strong. The childminder keeps parents well informed about their children's progress and provides ideas for learning at home. Parents' comments demonstrate their satisfaction with the childminder and the progress their children are making in the setting.
- The childminder evaluates her provision well. She has worked hard to make the necessary improvements since her last inspection. For instance, the childminder has improved the outdoor area to provide an even greater range of activities to support and extend children's learning experiences.
- The childminder is passionate and dedicated in her work. She takes a professional approach to developing her teaching skills and knowledge. For example, the childminder attends training regularly and reflects on how she can use new ideas to improve the range of activities she provides. This helps to support children to be curious learners as they explore, investigate and experiment confidently in their self-led play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular safeguarding and paediatric first-aid training. She has a clear understanding of the signs and symptoms that may indicate a child is at risk. The childminder has comprehensive knowledge of safeguarding protocols and the actions to take if there are any concerns about a child's welfare. She is mindful of a wide range of child protection issues, such as children being exposed to extreme views. The childminder uses the required records, policies and procedures to help her to support children's well-being.

What does the setting need to do to improve?

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

- strengthen the quality of interactions to allow children enough time to think and respond to the questions they are asked, to further promote their communication and language skills
- explore ways to extend partnerships with other providers who care for the children, to improve the consistency of care and learning even further.

Setting details

Unique reference number	EY341381
Local authority	Wiltshire
Inspection number	10125612
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	8 March 2016

Information about this early years setting

The childminder registered in 2006 and lives in Salisbury, Wiltshire. She operates all year round from 8am to 6pm, Monday to Thursday, except for family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Rachel Cornish

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 setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and the children and evaluated the quality of education being provided.
- Through discussion and written feedback, parents told the inspector how the childminder supports their children's learning and progress.
- 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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