

Childminder report

Inspection date: 6 February 2025

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, confident and well cared for. The childminder recognises and responds to the needs of children with kindness and respect. Her calm, nurturing and caring manner helps all children to settle happily. For instance, younger children snuggle into the childminder for cuddles and reassurance. Older children benefit from the individual attention they need to help them feel valued.

The childminder provides children with a curriculum that is broad and balanced. She considers children's interests and uses them to make their learning fun and interesting. Outdoor learning is a strength of this childminder. She understands children's preferences of being active in the fresh air. She provides an interesting outdoor area for exploration and uses the local community to enhance further learning. There are many instances of laughter and giggles shared between the childminder and children. This shows the warmth of their interactions.

The childminder helps children to develop the skills they need to be ready for the next stage of their learning. Children enjoy listening to the childminder read their chosen storybooks. She uses different tones when she reads to build anticipation and present the story in an exciting way. This captivates children's interest. Through this activity, the childminder supports children's emotional development as well as developing their early love for books.

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

- The childminder has high expectations for children's communication and language development. She consistently introduces new vocabulary and models the correct pronunciation of words to support children's understanding. Older children are confident communicators and take part in interesting conversations. The childminder plans a language-rich environment. She introduces new words to younger children, such as 'prickles', when talking about a familiar story. This gives children further opportunity to develop their growing vocabulary.
- Overall, the childminder supports children to respect others by modelling positive interactions. Children demonstrate a good attitude to experiences and their learning. They benefit from encouragement from the childminder. However, occasionally, she is not consistent in promoting children's awareness of expected behaviours, such as sharing or using 'kind hands'. This does not fully support children to be aware of how their actions make others feel.
- The childminder ensures that children have opportunities to develop their physical skills. She offers children plenty of opportunities for fresh air and exercise to develop their gross motor skills. The childminder helps children to learn about different people and communities. She takes them on regular visits and outings to the park, library, community farm and nature garden. These

outings strengthen children's understanding of life in the wider world.

- The childminder promotes early mathematical development. She supports children to use their finger to touch one item at a time as they count. Younger children are beginning to recognise quantities as they count blocks they are building. Older children begin to understand the concept of larger and smaller as they compare containers they are filling with rice.
- The childminder reflects on her practice and the experiences she offers children. She has a positive attitude towards her continuous professional development. For example, the childminder has completed a range of professional development opportunities, such as supporting children's communication and language. This further develops her understanding of strategies to help children with limited speech to communicate.
- The childminder supports children's independence well. She teaches children how to wipe their own nose and use the toilet, including washing their hands. She is patient when asking them to try and do things for themselves and allows them enough time to practise their new skills. Consequently, children are becoming increasingly independent.
- Partnership with parents is effective. Parents speak highly of the childminder and the care their children receive. They say the childminder provides a warm and welcoming atmosphere for the children. Parents receive daily photos and updates informing them of what their children have enjoyed during the day. The childminder thoughtfully creates photo memory books, which are filled with pictures of activities children have enjoyed, for them to take home when they leave for school.

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:

- provide clear and consistent messages of expected behaviours to support children's understanding of how their actions make others feel.

Setting details

Unique reference number	EY343541
Local authority	Wiltshire
Inspection number	10380844
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	26 June 2019

Information about this early years setting

The childminder registered in 2006 and is located in Salisbury, Wiltshire. She works Monday to Thursday, from 8am until 5pm, all year round, except for family holidays and bank holidays. The childminder provides government funded places for childcare.

Information about this inspection

Inspector

Marie Swindells

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that 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 inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the childminder through email testimonials.
- 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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