

Childminder report

Inspection date: 25 April 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

The childminder provides the children with a warm and nurturing home-from-home environment. She prioritises building strong relationships with children and families. The childminder offers young children reassurance and talks to them about where their parents are and when they will be back. This helps the children to settle and feel safe with the childminder.

The childminder has created a curriculum that takes on a child-centred approach. She allows children to make choices about what they want to learn or do. Younger children seek out the childminder, who gets down to the children's level and engages in their chosen play. For example, children explore the water tray. They scoop up the water in pots and transfer it to a watering can. The childminder supports children's early mathematical skills by encouraging them to count how many pots it takes to fill the watering can. The children strengthen their muscles as they lift the full watering can and pour the water back into the tray.

The children love to participate in sensory play. They enjoy exploring coloured rice in a large heavy duty plastic tray. They use different tools to make marks in the rice and discover the sound it makes as they drop it on the tray. Children use their imagination and creativity to play with pasta in the mud kitchen. They act out daily routines, such as making dinner or a cup of tea.

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

- The childminder has a clear understanding of how children develop. She has meaningful interactions which push children's knowledge past what they already know. The childminder provides a range of activities based on themes such as colours and numbers. However, these activities do not always focus precisely on children's individual next stages of learning.
- The childminder understands the importance of children hearing and learning a wide range of vocabulary. She provides a language-rich environment by continuously narrating what she is doing, asking questions and talking to the children during their play. For example, two-year-old children explore toy sea creatures in shaving foam. They pull out a shark and tell the childminder what it is. The childminder extends the children's language by telling them that the shark is blue, which strengthens their language skills.
- Children benefit from spending time in the community. The childminder understands the importance of children visiting new places and having new experiences. She takes the children on a bus to local cafes and playgroups. This enables children to develop their social skills, make new friendships and develop their confidence in unfamiliar environments. The children develop their understanding of the world around them as they visit local animals and watch

lambs being born in the spring.

- The childminder provides children with healthy snacks. She discusses the importance of healthy lunches with the parents and children. The childminder teaches children the importance of looking after their bodies. She talks to them about oral hygiene, regularly washing their hands and wiping their noses. The childminder encourages the children to spend a large amount of time outside. She takes them to the park where they have space to run around and climb on play equipment. This supports children's overall health and well-being.
- Partnerships with parents are strong. Parents praise the kind and approachable childminder for the care she provides. They receive a wide range of help and advice with any concerns, such as children's toileting, fussy eating and transitions. The childminder provides parents with a detailed overview of their child's progress and development. She highlights children's next stages of development and gives parents ideas for supporting learning at home. Parents say that their children enjoy the time they spend with the childminder. They build strong attachments and settle quickly, which enables the parents to form a trusting relationship with the childminder.
- The childminder continuously reflects on the play environment and her practice. She attends mandatory training to update her knowledge of paediatric first aid and safeguarding. The childminder has recognised a need for further professional development, to build her confidence and raise the quality of her teaching to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children from harm. She can identify the different signs and symptoms of abuse. This includes domestic violence and female genital mutilation. The childminder is clear on how to report any concerns about a child or any allegations made against her or a member of her family. She keeps adequate records of injuries and monitors them for patterns. The childminder attends regular training to ensure that her knowledge and practices are up to date. She carries out regular checks of her home and the places she visits to ensure that they are safe for the children in her care.

What does the setting need to do to improve?

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

- engage in professional development opportunities to build confidence and further develop the quality of teaching to an even higher standard.

Setting details

Unique reference number	EY348551
Local authority	Wiltshire
Inspection number	10280108
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	5
Number of children on roll	8
Date of previous inspection	25 September 2017

Information about this early years setting

The childminder registered in 2007 and lives in Salisbury, Wiltshire. She operates during term time from 7.45am to 5.30pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Louise Phillips

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 inspector and the childminder had a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during indoor and outdoor play and assessed the impact on children's learning.
- During the inspection, the inspector carried out a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how she self-evaluates the provision.
- The inspector looked at relevant documentation, including safeguarding and paediatric first-aid certificates.
- The inspector took account of written testimonials from parents.
- Children spoke and engaged with the inspector during the inspection.

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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