

Childminder report

Inspection date: 31 January 2022

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

What is it like to attend this early years setting?

The provision is outstanding

The childminder creates an exceptionally warm, welcoming and homely environment, where children flourish. She has a wealth of experience and a superb knowledge of how children learn. The childminder places high priority on making sure children are happy and feel valued and secure.

Children delight in the childminder's animated and high-spirited interactions. They giggle as the childminder reads a book about safari animals with fabulous expression, and when she pretends a toy giraffe is munching leaves on a plant. Children form particularly strong bonds with the childminder. This provides extremely firm foundations for children's confidence and emotional well-being.

The childminder encourages children to be curious and observe the world around them. For example, younger children notice drilling noises coming from a nearby house. As they watch the workmen, the childminder introduces new words, such as 'scaffolding, roof' and 'drills'. Children listen and repeat the new words. This helps them to become exceptionally confident communicators.

Children behave exceptionally well and show high levels of respect for others. The childminder has worked extremely closely with parents to help children manage their anxiety, emotions and behaviour following the COVID-19 pandemic. She pays close attention to children's needs. For example, the childminder notices when babies need a cuddle for reassurance or when they are becoming tired and responds promptly to settle them.

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

- The childminder has an extremely good understanding of children's individual needs. She uses this knowledge to plan a clear, sequenced curriculum to enable them to achieve as well as they possibly can. The childminder has the very highest expectations for all children and provides the greatest level of challenge during her interactions. She asks thoughtful questions and waits for children's answers. Consequently, children make excellent progress across the curriculum.
- The childminder is particularly skilled at creating stimulating opportunities that capture children's interest. Children beam with delight as the childminder introduces complex equipment with huge tubes that she has specifically designed for younger children to explore. They have fun taking turns to shoot balls down and stay engaged for a long period of time. The childminder draws the children's attention to the different balls, such as how some of them are wooden and others egg shaped. She uses the resources effectively to ignite children's curiosity, deepen their understanding and extend their learning.
- The childminder understands when children need time to play alone, explore and

investigate. She is careful to observe and interact as appropriate while not interrupting their curiosity. Younger children think critically and work things out for themselves. For instance, when a ball gets stuck in a tube, they try a range of ways to get it out before succeeding.

- The childminder encourages children to be highly independent. She suggests ideas and techniques, and appropriately praises children for doing things for themselves. This very effectively builds on children's confidence and willingness to have a go. For example, children persevere while undoing zips on their boots. They successfully manage the zips on their own. Children put on their all-weather clothing and wellingtons with high levels of independence. They are developing the key skills that give them a good start for their future learning.
- Parents hold the childminder in high regard, and say she has 'eased their worries' and 'brings a sense of calm to every day'. They receive an extensive range of information through online updates and regular conversations. The childminder shares useful communication and language tips to enable parents to fully support their children and continue learning at home. She, therefore, ensures that children have the best possible opportunities to thrive.
- The childminder frequently evaluates her provision. She takes into account the views of parents and children, to improve outcomes for all children. The childminder researches and incorporates theories of play into her practice. Furthermore, she extensively reviews how she organises the environment. For instance, children use a range of books and resources that the childminder has carefully selected to expose them to concepts surrounding equality and diversity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of child protection issues. She demonstrates high levels of confidence, when she speaks about the signs and symptoms that could indicate a child is at risk of harm. The childminder is diligent in keeping her safeguarding training up to date. She understands the action to take if she has any concerns about a child's welfare. The childminder is highly vigilant and ensures that her house and garden are secure, so that children cannot leave unsupervised and unauthorised persons cannot gain access.

Setting details

Unique reference number	EY392210
Local authority	Wiltshire
Inspection number	10125679
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 10
Total number of places	6
Number of children on roll	20
Date of previous inspection	23 April 2015

Information about this early years setting

The childminder registered in 2009. She lives in Salisbury, Wiltshire. The childminder holds an appropriate childcare qualification at level 3. She offers care three days a week, all year round, except four weeks when she takes holiday.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's progress.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector took account of the views of parents from written feedback provided.
- The inspector checked evidence of the suitability of household members and qualifications of the childminder.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.

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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