

Childminder report

Inspection date: 26 February 2020

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

What is it like to attend this early years setting?

The provision is good

The childminder provides a secure and welcoming environment where children are safe and happy. Children form strong emotional bonds with the caring childminder. Younger children enjoy reassuring cuddles with her and older children direct their own play independently and talk happily to the childminder about what they are doing. For example, they delight in pretend play as they turn a xylophone upside down and turn it into a boat, taking soft toys to visit the beach. Children behave well and have good social skills. For instance, they usually display good manners and older children encourage younger ones to join in activities.

Children benefit from a variety of exciting learning opportunities. The childminder uses her knowledge to tailor experiences and activities precisely to children's next steps and interests. Photographs displayed on the walls inspire children to talk about previous activities. The childminder organises her home to continually ensure that the children she cares for are at the very heart of it. Children become absorbed in their play. They experiment with latches and locks on a board to begin to understand how things work. The childminder supports their development well. For example, the childminder gives children plenty of time to work out how to re-arrange food pots in their lunch boxes so they can zip them up securely.

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

- The childminder makes observations and gathers detailed information from parents to assess children's starting points. She monitors children's progress closely to ensure that they gain the knowledge and skills to support successful transition to the next stage of their education.
- Children develop strong communication skills. They sing rhymes and songs excitedly. Children listen intently and join in with the actions enthusiastically. The childminder corrects any incorrect pronunciation sensitively by repeating or correcting words they say. However, occasionally, the childminder does not make the most of opportunities when she plays alongside children to extend their learning.
- Partnerships between the childminder, parents and other early years settings involved in children's learning and care are strong. The childminder exchanges information regularly, which helps her to provide continuity in children's experiences. Parents comment that they have 'peace of mind knowing that their children are safe and so well cared for'.
- Children are enthusiastic learners. They get involved in activities eagerly. For instance, children spend some time filling and emptying containers on weighing scales with pretend ingredients to make pancakes. The childminder encourages the children to develop their understanding of literacy by providing simple recipes for them to follow.

- The childminder teaches children about the importance of developing a healthy diet and lifestyle. She provides nutritious snacks, such as bananas, strawberries, raspberries and pancakes, and plenty of opportunities for children to be physically active. The childminder encourages children to move their bodies in a variety of ways, including incorporating fun yoga movements to help build on their strength and flexibility. Children experience risk and challenge using larger play equipment during trips out to the local parks and soft-play areas.
- The childminder develops children's creativity and hand-to-eye coordination during activities, for example, when spooning rice and dried pasta carefully into plastic bottles to make shakers. Children show curiosity in exploring different materials as they design and create. For instance, the childminder supports children to delicately peel off the backs of their stickers to decorate their instrument. Children's interest really ignites when they realise that they can make their own music using the shaker.
- The childminder provides highly sensitive support for children to manage their emotions, enabling them to think of solutions. For example, the childminder acknowledges the children's feelings and calmly engages them in thinking about what they need to do in challenging situations, such as getting toys out. Children consider their actions and are extremely proud when they get toys out successfully.
- The childminder is keen to make improvements to her provision. She involves parents in evaluating her work and identifying areas for improvement. The childminder uses training to enhance her knowledge and understanding, which she uses to develop her setting. For instance, following training on delivering the curriculum, she takes into consideration children's interests when planning highly enjoyable activities and experiences to support their next steps.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in identifying child protection concerns. She knows the procedures to follow if she has concerns for a child's welfare or if an allegation is made against her or a member of her household. The childminder has undertaken a range of professional development opportunities to maintain her secure understanding of wider safeguarding issues, such as domestic violence and extremism. The childminder uses her written risk assessments and daily checks effectively to minimise hazards and keep children safe from harm.

What does the setting need to do to improve?

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

- make the most of all opportunities that arise during interactions with children, to extend their learning and help them to make rapid progress in their learning.

Setting details

Unique reference number	EY411405
Local authority	Wiltshire
Inspection number	10067713
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	5 January 2016

Information about this early years setting

The childminder registered in 2010. She lives in Salisbury, Wiltshire. The childminder operates all year round from 7.45am to 6pm, Monday to Wednesday, except for bank holidays and two weeks at Christmas. She provides funded early education for children aged two, three and four years. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- The inspector had a tour of the areas that children use and observed the children at play, and their interactions with the childminder.
- A joint observation was carried out by the inspector and childminder.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documentation, including evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

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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