

Childminder report

Inspection date: 24 May 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

Children are happy and settled in the childminder's care. They form strong relationships with the childminder, which helps them to feel safe and secure. Children warmly welcome approved visitors and quickly involve them and the childminder in their play. They show kindness towards each other and build good friendships. This results in a calm environment where children can engage in learning. Children are beginning to manage their own feelings and behaviour and understand how these can affect others.

Children have a positive attitude towards their learning and are curious and inquisitive learners. They explore the childminder's home confidently and choose activities that interest them. Older children concentrate well as they follow instructions to draw a butterfly. Younger children learn the meaning of 'bumpy' and 'smooth' as they listen carefully when the childminder reads a favourite story, and they feel the textures in the book. Children make good progress from their starting points.

The childminder recognises the impact that the COVID-19 pandemic may have had on children's social experiences. To help develop their confidence in new social situations, children visit local places of interest and parks. The childminder benefits from a community of local childminders, who she and the children spend time with regularly. This helps to widen children's social experiences.

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

- The childminder has an ambitious curriculum. She knows the children well and supports them to make good progress in their learning and development. The childminder has a clear knowledge and understanding of how to sequence children's learning. For example, she provides many opportunities for children to develop the muscles in their hands and fingers in preparation for later writing. However, occasionally, the curriculum does not successfully support the childminder to make better use of children's emerging skills and interests through their everyday play and explorations.
- The childminder supports children's communication and language skills well. She engages children in conversations constantly. The childminder reads stories and sings songs. This helps children to learn and use new vocabulary. Older children use terms such as 'hibernate' when they pretend to be caterpillars that are about to turn into butterflies. They take the lead in singing rhymes and add words such as 'shiver' to verses. Younger children learn about nectar when the childminder talks to them about how particular flowers turn into strawberries.
- Children become independent in their self-care and daily routines. The childminder allows younger children the time and support to put on their boots

and shoes before they set off for their outdoor play. Older children take themselves to the toilet and feel confident and responsible in this independent task. Children are developing their resilience and independence in preparation for school.

- Children burn off excess energy and strengthen their bodies as they take part in physical play. They dance and join in with action rhymes when indoors. Outdoors, older children redesign an obstacle course of tyres and planks of wood, and younger children learn to negotiate their way across. This helps to build children's confidence.
- The childminder evaluates the service she provides and continually improves her environment. For instance, she has developed parts of her steep garden so that children can safely enjoy learning opportunities outdoors, as she knows this is where some children learn best. The childminder builds relationships with other local childminders, and they discuss ideas for best practice. She has identified training to refresh her knowledge and develop new ideas to extend children's outdoor play and well-being.
- Parents are very complimentary about the childminder and the service she provides. They describe the childminder as 'caring', 'professional', 'approachable' and 'reliable'. Parents feel that their children have learned to 'care and look out for each other' and say that their speech has improved since being with the childminder. The childminder ensures that parents receive feedback daily to support their children's development and learning in the setting and at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she keeps her safeguarding training up to date. She understands the possible signs and symptoms that might indicate a child is at risk of harm. The childminder knows how to raise concerns with outside agencies to protect children. She is aware of the wider aspects of safeguarding. For example, the childminder knows how to recognise the potential signs that individuals are being exposed to extreme views. The childminder's premises are secure. She carries out daily visual risk assessments and identifies all potential hazards to ensure that all children are in a safe environment.

What does the setting need to do to improve?

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

- extend the curriculum to make better use of children's emerging skills and interests through their everyday play and explorations.

Setting details

Unique reference number	EY433268
Local authority	Wiltshire
Inspection number	10288951
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	7 November 2017

Information about this early years setting

The childminder registered in 2011 and lives in Salisbury. She operates for 48 weeks of the year. During term time, the childminder operates from 7.45am to 6pm, Monday to Wednesday. During school holidays, she operates each weekday. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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 and the inspector had a learning walk together to discuss how the childminder's curriculum supports children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children spoke and engaged with the inspector during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of written feedback from parents.

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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