

Childminder report

Inspection date: 17 March 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

The childminder ensures that children in her setting experience a nurturing and stimulating environment that promotes their development. She successfully fosters children's independence by offering them choices in their play. Children confidently express their ideas, eagerly engaging in learning, such as choosing to practise different physical movements through energetic, fun games as they move like various animals. For example, they 'balance like a flamingo'. They develop control over their spatial awareness, coordination and agility, as well as their ability to take turns and their listening skills.

The childminder establishes strong attachments with the children, providing comfort and reassurance when needed. When children become upset, the childminder responds promptly with warm interactions, helping them calm down and quickly rejoin activities. She is attentive and supports the emotional well-being of children effectively.

Children engage in cooperative play, negotiating effectively and collaborating on projects such as constructing a fire station with wooden blocks. They confidently recall experiences from trips, such as visits to the local fire station, and share their knowledge about fire engines and their features with confidence. The childminder creates meaningful learning experiences that expand children's understanding of the world.

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

- The childminder uses her experience and knowledge to implement a curriculum that engages and challenges children's learning to develop over time. She tailors resources to meet children's individual needs effectively. The childminder uses simple counting beads to support younger children in developing fine motor control while sustaining their concentration for longer periods. She uses the same resources to support older children to count with increasing accuracy.
- The childminder sequences learning so that children can progressively complete more complex tasks. Younger children, for instance, demonstrate sustained good hand-eye coordination and concentration while navigating metal balls around a tricky maze using a magnetic pen, while older children complete more advanced tasks, such as drawing shapes, letters and numbers. The childminder's thoughtful curriculum progresses children through these skills, ensuring they develop essential motor skills in a structured and engaging manner.
- The childminder accurately assesses children's needs. She identifies focused next steps and provides appropriate resources for children to practise skills. For example, children select number books and independently read them aloud, counting illustrations with accurate one-to-one correspondence, such as 'nine

cupcakes'. The childminder celebrates children's achievements. Her curriculum and focused interactions help to build children's self-esteem and self-belief. Children demonstrate good levels of motivation and are well prepared for school.

- The childminder fosters a love for books among children. Children are familiar with their favourite stories and actively participate in storytelling sessions. The childminder varies her voice dynamics, such as emphasising words and actions to capture children's attention effectively. Younger children enjoy touch-and-feel books and learn descriptive words, such as 'bumpy'. Occasionally, the childminder moves on quickly after sharing stories and does not take the time to teach children the meaning of new words. Because of this, children do not become familiar with new vocabulary or use them in their play.
- The childminder supports children's independence by establishing helpful habits, such as washing their hands in preparation for lunchtime. Children enjoy and complete the routines of the day quickly because they listen and follow the childminder's instructions enthusiastically. However, the childminder does not provide sufficient support for children's understanding of healthy food choices and how these benefit their bodies.
- Children's behaviour is good. The childminder values and promotes good manners, considering them important for long-term character development. Children listen attentively and are polite. On the rare occasions when behaviour does not meet expectations, the childminder addresses the issue promptly and guides children to acknowledge their actions and to consider the feelings of others. This approach supports children in resolving conflicts and helps them quickly re-engage in their play.
- The childminder actively cultivates effective partnerships with parents, providing guidance on developmental concerns and suggesting strategies to support children's progress at home. She communicates regularly with parents, sharing detailed updates about children's development and offering advice on referrals to specialist services, such as speech and language therapy, where appropriate.

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:

- strengthen the teaching of vocabulary so that children can become even more familiar and comfortable with using new words in their play
- support children in gaining a better understanding of healthy food choices so that they know which foods are better for their bodies.

Setting details

Unique reference number	EY449401
Local authority	Wiltshire
Inspection number	10380372
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 4
Total number of places	4
Number of children on roll	5
Date of previous inspection	6 June 2019

Information about this early years setting

The childminder registered in 2012. She lives in Salisbury, Wiltshire. She cares for children throughout the year. She operates from Monday to Thursday, from 7.30am to 6pm, and from 7.30am to midday on Fridays. The childminder has a childcare qualification at level 3. She offers government funded places.

Information about this inspection

Inspector

Jonathan Payne

Inspection activities

- 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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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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