

Childminder report

Inspection date: 26 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

Children are confident, enthusiastic and polite. They quickly become absorbed in their play. They draw large pictures with chunky chalk outside, learning to control their gross motor movements more accurately. They measure how tall they have grown by marking their height on the wall. Children learn the mathematical language as the childminder discusses how their bodies have grown. Children are imaginative and have their own ideas when they play. The childminder facilitates and extends their ideas further. They make cups of tea for one another while playing with water. The childminder adds lots of extra conversational language to help extend children's spoken sentences, talking about tea with and without sugar and explaining how lovely their tea is. Children sustain their play, becoming absorbed and maintaining their motivation.

Children feel safe and happy. Interactions with the childminder and children are always warm, friendly and loving. Children behave well. The childminder teaches older children how to modify their behaviour when playing alongside younger children. All children share, learn to take turns and are learning to be empathetic to the needs of others. The childminder identifies and assesses children's needs and responds quickly with the direct support they need to flourish.

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

- The childminder has a vision for children to be independent, confident, lifelong learners. She is ambitious for all children. She knows their individual needs and provides activities and experiences that help them make progress. The childminder provides children with lots of rich, meaningful life experiences. Children go on trips most days, visiting toddler groups, art centres, local parks and children's farms. Occasionally, the childminder takes children on longer trips to the beach or train rides.
- The childminder skilfully interacts with children as they play. She models and targets key vocabulary to help each individual child. For example, while children fill up toy trucks with stones, she teaches children the mathematical language of size, shape and number. She manufactures opportunities for children to practice pronouncing words and sounds that they find difficult. This gives children lots of practise and rehearsal, building their confidence to talk. Children quickly incorporate words that they are learning into their play.
- The childminder is enthusiastic about books and reading to children. Children listen attentively and engage with the pictures, as the childminder skilfully builds children's understanding of what is happening in the stories. Younger children begin to join in with the end of sentences as they become familiar with the story. The childminder sings songs throughout the day, marking out key routines. Children enjoy this, sing along and accurately recall lyrics.

- The childminder sequences children's learning experiences so that they can progressively learn the skills they need. She provides them with a broad range of exciting activities to explore. When teaching children about colour mixing, she presents children with see-through plastic. She overlaps different colours, holding them up to the light so children can observe the changes. Children learn how to make new colours with fascination. Some children start to use their new knowledge when they mix their own paint colours. However, the childminder does not always encourage children to use the new knowledge that they have learned in different situations.
- Children learn to be independent. The childminder encourages children to put on their water suits by themselves. She comments on their successes as they go, only stepping in to help at key moments to ensure their success and avoid frustration. Younger children observe and want to have a go by themselves.
- The childminder has good partnerships with parents. They appreciate the wide range of activities and trips that the childminder provides. They value the good behaviour that she instils into their children, teaching them kindness and compassion toward others. The childminder communicates regularly with parents about their child's development and what they have been doing in the provision

Safeguarding

The arrangements for safeguarding are effective.

The childminder carefully considers how she ensures that children are safe in her care. She routinely risk assesses her provision. The premises are secure. She has installed clear boundaries, both indoors and outdoors, to make sure children are safe when they play. The childminder regularly talks with children about how to keep safe, particularly road safety when going on trips. She is alert to the signs that a child might be at risk of harm. The childminder knows who to contact if she has concerns. She keeps up to date with regular training and manages internet safety, particularly for older children.

What does the setting need to do to improve?

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

- teach children how to apply new knowledge to different situations so that children learn from even deeper learning experiences.

Setting details

Unique reference number	EY474441
Local authority	Wiltshire
Inspection number	10236329
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	2 to 9
Total number of places	8
Number of children on roll	6
Date of previous inspection	31 January 2017

Information about this early years setting

The childminder registered in 2014. She lives in Salisbury, Wiltshire, close to the city centre. She provides care from Monday to Friday, all year round. She accepts early years education funding and holds relevant childcare qualifications.

Information about this inspection

Inspector

Jonathan Payne

Inspection activities

- This is the first routine inspection the childminder 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 setting.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- 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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