

Childminder report

Inspection date: 28 February 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children, including new babies, settle very well and show a strong sense of belonging. They explore the environment freely and develop good independence skills. For instance, babies are eager to feed themselves and drink from a cup independently. The childminder is extremely nurturing and supportive and forms excellent relationships with children, which supports their emotional well-being. Children show they feel safe and secure in her care. They welcome her into their self-chosen play and freely go to her for reassuring cuddles.

The childminder uses gentle reminders to help children learn the boundaries within her home. This contributes towards children's growing understanding of expectations of behaviour. Children behave well.

Children thoroughly enjoy developing their own play and understanding, which the childminder skilfully supports. They are encouraged to take responsibility, such as helping to tidy away after activities. Children choose from a good range of play resources. For example, the childminder provides children with opportunities to explore a variety of natural and textured objects and materials. This helps children to enhance their growing curiosity, sense of discovery and creativity. The childminder prominently displays drawings and creative achievements.

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

- The childminder has a good knowledge of the curriculum and how to implement all seven areas of learning in the indoor and outdoor environments. She is passionate about providing children with the skills they need to succeed and prepare for their future learning in school. However, the childminder does not provide many opportunities for children to learn about, and use, different technologies to enhance their learning and development. This helps to build on children's interest and awareness of how things work.
- The childminder follows children's immediate interests very successfully and introduces new activities throughout the day. For example, young children became fully engrossed with the 'five senses' box and explored a vast range of different objects, textures and materials. They learnt how to manipulate different tools, create sounds and problem-solve.
- The childminder checks children's progress effectively. She uses accurate assessments of what children can do to plan appropriate next steps for their learning. All children make good progress from their starting points.
- The childminder consistently introduces and reinforces language skills. She provides an excellent level of narrative, introduces vocabulary and listens carefully to children's responses. For instance, she talks to younger children about things they can see in the play kitchen. She chats about biscuits and

doughnuts, different shapes and what an important job it is to cook healthy food. This helps to build children's knowledge of the world.

- The childminder teaches children effectively about the importance of a healthy lifestyle. She encourages conversations about healthy eating and good hygiene as she chats with children handwashing before mealtimes. The childminder promotes regular exercise as children access the equipment available in the garden and enjoy many walks and activities in the local community.
- The childminder works very closely with parents to encourage them to support children's development at home, such as suggesting strategies to promote independence skills. Parents praise the childminder's excellent service, feedback, kind-hearted nature and calm temperament.
- The childminder demonstrates a professional approach to childminding. Since the last inspection, she has completed a range of additional training to ensure she has a good knowledge and understanding of how to promote children's safety and welfare. Although she is motivated to continue making changes that improve outcomes for children, she does not focus on developing her teaching skills to the highest level, particularly for younger children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibility to safeguard children and has a range of written safety policies which are shared with parents. She keeps pace with new legislation, incorporating this into her policies to continuously improve safety for children. She is confident in her ability to detect the potential signs and symptoms of abuse and understands the procedures to follow should she have any concerns about the welfare of a child in her care. The childminder completes risk assessments and visual checks each day to ensure children and babies have the freedom to explore and develop within a safe and secure environment.

What does the setting need to do to improve?

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

- extend children's exploration and use of technologies to help them develop their skills and understanding
- use professional development opportunities to develop teaching skills to the highest level, in particular to maximise younger children's learning.

Setting details

Unique reference number	108665
Local authority	Swindon
Inspection number	10125405
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	8
Date of previous inspection	1 February 2016

Information about this early years setting

The childminder registered in 1991. She lives in the Toothill district of West Swindon. The childminder offers care from 7.30am to 6pm, Monday to Friday, all year round. The childminder holds a relevant early years qualification at level 3. She receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jan Harvey

Inspection activities

- The inspector and the childminder completed a learning walk across the areas of the childminder's home where childcare is provided. This helped to establish how the childminder delivers the early years curriculum through her everyday practice.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's development. The childminder and the inspector reflected together on children's learning during their play.
- The inspector took into account the views of parents through written testimonials.
- The inspector looked at a sample of the childminder's documents. This included evidence about training and written policies and procedures.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

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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