

Childminder report

Inspection date: 30 April 2024

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 show they feel safe and secure with this warm and caring childminder. Babies snuggle up for a cuddle as they drink their milk, and older children confidently talk to the childminder and invite them to join their play. For example, children get out a colour ball and show the childminder how it turns on and off, shine it at the wall and talk about how the colours are 'dancing'. Children concentrate well during their activities, such as when building towers with blocks and listening to stories. The childminder includes all children effectively and young children lift the flaps in books to find out what is underneath. Older children recall what they have already learned as they remember the caterpillars, beetroot and daisies in the pictures. Children demonstrate a positive attitude to learning.

The childminder provides a broad curriculum for the children that is based on their interests and individual needs. She takes them to local groups to enhance their social skills and to help them learn about their local community. The childminder is clear about the knowledge and skills she wants the children to acquire so that they are prepared for their next stage in learning. Children make good progress in readiness for going to pre-school or nursery.

Children enjoy being outside and learning about the natural world. They develop their hand-eye coordination as they dig and scoop soil and put it into pots to sow their seeds. Older children know they need to water the seeds to help them grow, and they fill up the watering cans from the water butt and water their pots.

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

- The childminder has kept up to date with her professional development since the last inspection. She attends regular network meetings and has kept up to date with the local safeguarding partnership procedures for if she is concerned about children's welfare. The childminder has attended several training courses that have given her some useful ideas to introduce into her practice to benefit the children. For example, following training on supporting children's physical development, she has introduced lots more resources outside to promote children's small- and large-muscle skills.
- Children develop good communication and language skills. Babies confidently babble, and toddlers speak and put words together to make themselves understood. Older children speak in full sentences and engage in conversations. The childminder helps to extend children's vocabulary. She names objects and introduces new words, such as 'colander' and 'sow'. Children develop a love of stories and books and enjoy attending music and singing groups.
- Partnerships with parents are positive. Parents say that they are extremely happy with the care and education the childminder provides for their children.

Parents say that they are very happy with the progress their children have made, such as with their confidence, interest in stories and rhymes, and potty training. The childminder shares information with parents daily about their children's activities and routines, to encourage them to continue children's learning at home.

- Children behave very well, and the childminder has high expectations of them from a young age. Children learn good manners, to share and take turns. Older children tidy away their toys and put them back when they have finished playing with them. The childminder offers children lots of praise and encouragement. She is sensitive when children become frustrated and encourages them to use their words to ask for help. This helps children to learn positive ways to manage their emotions.
- The childminder has introduced some interesting activities to help children learn about the diverse society in which they live. Children cut out photos of adults and children from magazines and talk about these with the childminder. This has led to discussions on topics such as how deaf people communicate. As a result, children have learned some simple hand signs to find out about how others are different to themselves.
- Children develop good independence skills. Young children feed themselves and drink from lidded cups, while older children cut up their fruit, drink from beakers and take their coats and shoes off. Children wash their hands before eating and after using the potty. At times, the childminder is not consistent in helping children to learn about healthy lifestyles. She does not reinforce the benefits of the nutritious snacks and meals that she provides or remind children to wash their hands after blowing their nose.

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:

- enhance children's understanding of the benefits of the nutritious foods they eat and of following consistently good hygiene routines, as part of a healthy lifestyle.

Setting details

Unique reference number	152609
Local authority	Swindon
Inspection number	10335067
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	4 June 2018

Information about this early years setting

The childminder registered in 2001 and lives in Swindon, Wiltshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday.

Information about this inspection

Inspector

Charlotte Jenkin

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 inspector viewed the provision and observed the safety and suitability of the premises.
- The childminder showed the inspector some documentation, including training certificates.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- The childminder spoke to the inspector at appropriate times during the inspection.
- The inspector read written feedback from parents and took account of their views.
- The inspector observed an activity that the childminder carried out with the children, and the childminder evaluated this.
- The childminder talked to the inspector about her curriculum and intentions for children's learning.

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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