

Childminder report

Inspection date: 10 June 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 are safe and secure in this home-from-home environment the childminder creates for them. They confidently explore, seeking favoured activities and engaging with purpose. The childminder is close by to support and reassure children where needed. For example, when children want to open the sandpit in the garden, she quickly acts on their request. Children help the childminder to remove the lid so they can explore. The childminder asks children what toys they would like in the sand. They confidently make choices and enjoy when she joins their play.

The childminder creates an inclusive and broad curriculum for all who attend. She uses a theme as a base for all activities and weaves children's next steps for learning throughout all she does. Since the COVID-19 pandemic, the childminder has identified that children struggle with their social interactions and communication skills. She focuses on developing these areas for the children. For example, she creates opportunities for young children to take turns, while developing their hand muscles when they manipulate play dough with their hands and various tools. The childminder encourages sharing of resources and asks children, 'Please can I have a turn?' Children willingly share their tools and beam with happiness at the praise they receive.

The childminder fosters children's love for books from a very young age. Young children excitedly find their favourite books and bring them to the childminder for her to read. They snuggle up with her in the cosy corner. She starts by reading children the title and author of the book and then reads the story to them with enthusiasm. Young children eagerly anticipate the next part of the story and fill in the gaps that the childminder leaves for them. Children confidently label pictures they see in the book, turn the pages with care and lift the flaps with excitement.

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

- The childminder constantly reflects on her practice and adapts her provision to meet the needs of the current children. She networks with other local childminders. They meet regularly, share practice and support one another's well-being. The childminder is currently completing training to upskill herself on the different areas of learning. So far, she has developed her skills to weave mathematical language throughout all areas to build all children's confidence and understanding in this area.
- The childminder helps children to learn the importance of keeping their bodies healthy and respecting the world around them. She provides them with daily opportunities for physical exercise and fresh air and implements personal hygiene routines. However, the childminder does not always explain to children

why they do this. For example, when children brush their teeth after lunch, she does not talk to them about why keeping their teeth clean is important. Additionally, when children find an ant in the garden, the childminder tells them to be careful with the creature but does not extend the learning even further by explaining why. Children therefore do not always learn about why they should follow certain expectations and the benefits and value of taking care of their needs and showing consideration for living things.

- The childminder provides children with a wide range of experiences in the local community. She meets with other childminders so children can develop their social skills in larger environments, and they go for walks to local parks where children explore large play equipment. The childminder also takes children on bus trips to the local town and visits to the library to choose books to read. Children learn how to be safe outside the childminder's home.
- Children have excellent language and communication skills from a young age. They communicate with confidence and learn the value of language. The childminder is a very good role model for children. She listens to them with intent and responds to them with meaning. She constantly introduces new vocabulary. For example, when talking to young children about life cycles, she uses words such as 'chrysalis' and 'tadpoles'. Children eagerly listen and attempt to copy the new words.
- The childminder knows the children very well and quickly identifies their next steps for learning. If she notices gaps in children's development through her assessment and monitoring process, she works closely with parents to put strategies in place to help close the gaps. The childminder is aware of the external help available to support children with special educational needs and/or disabilities and how she can access this if required. All children make very good progress from their starting points.
- There are good partnerships with parents. Parents say the childminder is 'incredible'. Older children say how much fun they have and all love to attend.

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:

- provide children with consistent explanations so that they learn the benefits and value of following certain rules and of taking care of their needs and showing consideration for living things.

Setting details

Unique reference number	161065
Local authority	Swindon
Inspection number	10339187
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	4 July 2018

Information about this early years setting

The childminder registered in 1998. She lives in Swindon, Wiltshire. The childminder offers care Monday to Friday, from 7am until 5pm, all year round. She is in receipt of early education funding for children aged four years old.

Information about this inspection

Inspector

Sarah-Louise Clements

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 provider.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on social interactions and communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation during a messy play activity.
- Parents and children shared their views on 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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