

Childminder report

Inspection date: 29 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder is very caring. Children develop a close bond with her and her husband, who works as her assistant. They are attentive to children's needs, closely supporting them and ensuring children are happy in their home. They support the mix of older and younger children very effectively. Children thrive in the relaxed and nurturing environment and their confidence grows. Older babies are quickly reassured and comforted with a cuddle if they become upset. Children learn to manage their feelings and understand the needs of others. They start to share and take turns with toys, and older children are careful when playing near the younger children.

The childminder and her assistant understand how children learn. They know children well and focus their activities on what children need to learn next. They use children's interests successfully to engage them in experiences and encourage their skills. They adapt their support well to the children's different ages. Children enjoy daily music sessions, joining in enthusiastically with the songs and actions. They love books and spend considerable periods of time exploring them, both independently and listening to stories the childminder and her assistant read to them. Children make good progress and show positive attitudes to learning and developing their skills.

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

- The childminder has a good understanding of how children learn and develop. She works with her assistant to monitor children's progress carefully and accurately. She outlines the skills children need to acquire and makes plans to support these. She quickly spots when they may be falling behind and works closely with parents to make sure children get the support they need.
- The childminder and her assistant organise their home well. They have stimulating resources, carefully linked to children's interests and stage of development set out across the main rooms on the ground floor and in the upstairs playroom. Children have fun using large, soft-play shapes. They adjust their movements and show good control and balance as they navigate different spaces and levels and build towers with the childminder. They experiment making different marks on a large chalk board, creating lines and shapes and talk about these with the childminder's assistant.
- The childminder and her assistant support children's language and thinking well. They ask children questions as they play, to help them develop their speech and conversation skills. Young children name animals, colours, shapes and numbers. They talk about ice being cold and have pretend picnics, naming food items. Children who speak English as an additional language overall develop their communication well. However, the childminder does not consistently work with

all parents to link to their home languages and help develop young children's understanding and emerging speech as much as possible.

- The childminder has good relationships with parents. She shares detailed information about children's learning and development and ensures she finds out about children's experiences at home to inform her planning and support. Parents say the childminder and her husband are professional, thoughtful and have an organised approach. They comment that they both have a fun manner and are warm, responsive and loving to the children.
- Children are happy to take on challenges and do things for themselves. Young children confidently select resources and tidy away toys. They work hard to put their own shoes on to go outside. However, the childminder and her assistant have recently changed their processes for the storage of children's items, such as their shoes, bags and coats. Children are unable to readily access this storage area and toss their shoes over the gate at the entrance to the kitchen, as instructed, leaving them on the floor for the childminder or her assistant to pick up. Consequently, children's sense of responsibility and self-care skills do not develop as much as possible.
- The childminder works closely with her assistant. They work as an effective team, communicating well to ensure children's needs are met effectively and their well-being consistently promoted. They monitor their practice and evaluate the provision to identify areas for improvement. The childminder has links with local authority advisors and online connections with other childminders to gain good-practice ideas and help develop practice further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge of the procedures to follow in the event of concerns about a child. They have refreshed their understanding of child protection through training. They both hold valid paediatric first-aid certificates so they can support children in the event of a minor medical emergency. They ensure their home is clean and well maintained. They use safety gates to limit young children's access to higher-risk areas, so children can explore and play safely. The childminder and her assistant watch and support the children as they challenge their physical skills. They help both older and younger children to age-appropriately recognise and manage the risks they encounter.

What does the setting need to do to improve?

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

- develop young children's understanding and emerging speech as much as possible, particularly those learning English as an additional language
- extend children's sense of responsibility and self-care skills further.

Setting details

Unique reference number	2518462
Local authority	Swindon
Inspection number	10146145
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 12
Total number of places	10
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Swindon. She operates all year round, from 7.30am to 6pm, Monday to Friday. She offers overnight care on request. She regularly works with her husband as her assistant. The childminder provides funded early education for children aged two and three years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the childminder 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 provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children, the childminder and her assistant, and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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