

Childminder report

Inspection date: 18 January 2023

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

Children are happy, confident and settled in the fun, homely environment the childminder provides. Children settle well, including very new children. They form strong attachments with the childminder. She is highly responsive to their individual needs and offers reassurance with kind words and cuddles. Children have a sense of belonging within the childminder's home and confidently access all resources independently. The childminder sets clear rules and boundaries, and children behave very well. They soak up the praise and encouragement offered when they try their best and achieve new skills.

The childminder has high expectations for all children, and they learn to do things for themselves. She supports their growing independence well, she is a good role model and shows children what is expected of them when carrying out tasks. For instance, including washing their hands before eating, cutting their own snack and helping to prepare lunch.

Children benefit from many outdoor activities, including trips to the local library, walks and visiting parks. This supports their physical development and helps them to learn about their community. Children develop dexterity and good hand eye coordination. For example, children enjoy pretending to feed a penguin as they post small, numbered fish through a hole in the cut out of a penguin.

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

- The childminder provides a carefully thought-out and well-planned curriculum. She links learning well and plans activities that motivate children's curiosity and investigation through play. For example, children explore snow outside and then explore a tray filled with animals that live in Antarctica. This promotes a positive attitude to learning and provides children with a deeper understanding. However, some activities that the childminder leads are not highly effective at meeting the learning needs of all the children, and they occasionally become distracted and disengaged.
- Children with English as an additional language are well supported and make good progress in learning. For example, the childminder is bilingual and interchangeably speaks with children in English and Portuguese. Children make good progress in their communication and language development. The childminder asks questions as children play and gives time for them to respond. She introduces new words during play to increase children's vocabulary.
- The childminder places a high focus on supporting children's personal, social and emotional development. For instance, the childminder encourages children and supports them to talk about how they are feeling. She supports children to learn to respect the wishes of others and for children to communicate their wishes.

with others.

- Parents speak highly of the 'warm, nurturing' childminder and the service she provides. The childminder regularly shares updates about children's progress with parents and offers support and guidance to support children with their learning and overall development at home. The childminder regularly gathers children and parents' feedback to support her to continually evaluate the care she offers.
- The childminder has a clear vision for providing high-quality care and education to all. She is constantly seeking new training and development for herself to provide the best outcomes for children. For example, recent training on nutrition has supported her to provide children with a well-balanced diet, incorporating the main food groups into all meals.
- Children's counting skills are supported during everyday play opportunities. For instance, when a child starts to count independently the childminder incorporates this into the play activity. She melts an ice cube in her hand and supports the children to count the drips of water as they fall.
- The childminder's paediatric first-aid qualification has expired. However, she is booked on to a course in the very near future and has completed 6 hours of online learning. She is able to confidently discuss the treatment she would administer for a range of scenarios, including choking, burns and head injuries.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She knows how to recognise signs and symptoms of abuse and neglect. The childminder knows what to do if she feels a child's welfare is at risk and how to refer her concerns in a timely manner. She regularly updates her safeguarding knowledge and skills. The childminder supervises children well as they play, indoors and outdoors, and while they are eating. This ensures children's safety while they are in her care.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure a relevant paediatric first-aid qualification is updated and maintained.	15/02/2023

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

- focus on adapting adult-led activities for each child, so that they remain highly engaged and focused in their learning.

Setting details

Unique reference number	2585020
Local authority	Swindon
Inspection number	10251102
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	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in September 2020. She lives in Swindon, Wiltshire. The childminder offers care Tuesdays, Wednesdays and Thursdays, from 8.30am to 5pm, all year round. She holds a level 3 qualification.

Information about this inspection

Inspector

Kelly Sunderland

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 provider and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views through written feedback provided.
- The childminder discussed how she organises her early years provision, including the aims and rationale for the curriculum.
- 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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