

Childminder report

Inspection date: 19 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	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder. They form secure attachments with her, and the childminder knows them well. Children are confident and happy. They make independent choices in play from a wide range of resources the childminder makes available to them. Children engage with enthusiasm in play activities set out for them.

The childminder teaches children important social skills and is a good role model for children. Children are confident in their abilities and take pride in their achievements. The childminder celebrates what they do well and gives them regular praise, which boosts their self-esteem. She supports children's communication and language development very well. As a result, children develop particularly well in this area and are confident communicators.

Children have a good awareness of the rules. They play together and socialise well. The childminder promotes independence well in everyday activities. This helps children to develop their self-care skills and prepares them well for their next stage in learning and eventual move on to school.

The childminder is attentive to children. She quickly recognises when children need some quiet time and helps them find ways to feel more relaxed. Children benefit from good opportunities to enhance their physical skills and learn about safety. For example, they spend time outdoors in nature where they can move around on a large scale and they use tools, such as knives to cut their own sandwiches.

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

- The childminder has ensured improvements since the last inspection. She has worked hard to address the weaknesses that were identified. She continually evaluates the service she offers to ensure children consistently receive good standards of care and education.
- The childminder regularly undertakes professional development and training to help her in her role. This helps her to learn new skills that are then put into practice and enhance her teaching skills. For example, the childminder has undertaken some literacy training and learned new ways to extend storytelling in children's play. As a result, children engage with familiar stories in a variety of ways, using a range of props to accompany books.
- Young children play happily with resources that capture their interests. For example, they play imaginatively in the sand as they pretend to make ice creams for one another by scooping sand into moulds and role playing.
- Older children concentrate well as they learn about capacity and weight while playing in water with a range of different containers. This extends their

mathematical knowledge well.

- Parents are well informed about their children's time with the childminder. The childminder keeps them up to date by regularly talking to them about their children's day and sharing observations and photographs of the things they have been doing. The childminder works in partnership with parents to support children with their individual needs. This offers good continuity of care to children.
- The childminder plans a balanced curriculum for children. She considers what children already know and can do, what they are interested in and what they need to learn next. She extends their learning well. As a result, children make good progress in their development during their time with the childminder.
- The childminder manages behaviour positively. She is consistent in her approach and helps children learn what is expected of them. As a result, children learn right from wrong. However, the childminder is not always fully successful in teaching all children highly effective strategies they can use independently to help them resolve their own conflicts with other children.
- The childminder is proactive in getting to know staff in other early years settings. However, she misses some opportunities to improve continuity in children's care and learning through working in greater partnership with the other early years settings the children attend.
- Equality and diversity are promoted in everyday practice and through regular outings and planned activities. For example, children benefit from meeting a wide range of people from different backgrounds when on outings in the wider community. This helps them to value difference and prepares them well for life in modern Britain.
- The childminder is a good role model to her assistants. She supports and supervises them effectively to ensure they have the skills and knowledge they need for their role.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of her role and responsibilities to safeguard children. She is aware of her responsibility to ensure that her assistants can also identify and respond appropriately to any signs a child may be at risk of harm. There are clear policies and procedures in place, and the childminder is clear about the steps to take if she were worried about the welfare of a child in her care. The childminder maintains suitable premises and risk assesses very well to keep children safe. For example, she meticulously plans for extreme heatwave conditions to ensure children have sufficient shade, fresh and regular drinking water, and protection from the sun.

What does the setting need to do to improve?

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

- consider further ways to deepen children's understanding of how to manage their feelings and negotiate and solve conflicts independently
- improve partnership working with other early years settings that children attend to develop greater continuity for children's learning and development.

Setting details

Unique reference number	2586387
Local authority	Swindon
Inspection number	10231363
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	2 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	2 February 2022

Information about this early years setting

The childminder registered in August 2020. She operates in the vicinity of Old Town, Swindon, Wiltshire. The childminder offers her service each weekday from 8am to 6pm, all year round, with the exception of family holidays and bank holidays. The childminder has two assistants. She currently receives free early years funding for children aged three and four years.

Information about this inspection

Inspector

Dominique Allotey

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 childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection, including discussing the childminder's self-evaluation and her supervision of assistants.
- The inspector looked at relevant documentation, including checking evidence of the suitability of the childminder's assistants and other household members.
- The inspector completed a learning walk with the childminder across all areas of the home used for childminding, to understand the provision and how the curriculum is organised.
- The inspector completed a joint observation with the childminder.
- The inspector took account of the views of the childminder, an assistant and children spoken to on the day of 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022