

Childminder report

Inspection date:

9 December 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

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 and her assistants welcome children into this nurturing home-from-home environment with open arms. The children enter happy and eager to learn. They build strong relationships with their key person. This helps them to feel safe and secure. Babies receive lots of cuddles and reassurance, which means they settle quickly.

Children behave extremely well. They enthusiastically play alongside each other, sharing their thoughts and ideas. The children work together to build a long train track. They discuss how the train track is getting too long and decide to place it on the floor. The children share resources while saying 'please' and 'thank you'. When small struggles arise, the older children resolve it themselves. For example, a child accidentally gets knocked on the head. The children say 'sorry' and show empathy towards the hurt child. The childminder praises the children for being kind and caring, which further supports children to manage their feelings and behaviours.

Staff provide children with lots of opportunities to think critically. For example, the children eagerly wait on the carpet ready to see what they will be learning next. The childminder plays a game of pairs with the children, who have to remember where the cards are and match them up. The children patiently wait for their turns. They become excited and help each other, cheering when they find the right card. This further strengthens the children's social skills, and builds high self-esteem.

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

- The childminder and her assistant have created a curriculum that focuses on children gaining a love for learning. They plan activities from children's current interests and the next stages of learning. The childminder and her assistants engage with the children during their play to spark new interests and extend learning. This means children make excellent progress from their starting points.
- The children show they can confidently communicate their wants and needs. They have conversations with friends and carers, sharing their ideas. The staff further support children's language skills by reading stories and singing nursery rhymes. The children listen attentively and join in with their favourite phrases. Younger babies babble and point. Staff narrate what they are doing back to them. This encourages early language and listening skills.
- The childminder promotes children's health and well-being. She provides the children with a range of nutritious meals and snacks. The children show a willingness to try new foods and understand the importance of caring for their bodies. The children love being active. They run around outside and climb onto play equipment, which enhances their muscles and overall well-being.
- Parent partnership is strong. Parents receive regular updates on their child's

developmental progress and the next stages of learning. The childminder gains information from parents during settling-in sessions to determine the child's starting points. Parents feedback that they are delighted with the care provided and that children come home excited to talk about their day. They notice the excellent progress children make in their social skills and how they establish friendships with their peers.

- The childminder focuses on supporting children to become independent, to prepare them for school. Children develop superb self-care skills. The childminder encourages the children to brush their teeth after each meal, which reinforces good hygiene practices and care routines. Children show they can put on their shoes, coats and aprons by themselves. Children make choices on what they want to do and learn. This empowers children and creates a positive attitude to learning.
- Children with special educational needs and/or disabilities make good progress from their starting points. The childminder and her assistants work in partnership with other agencies and parents to ensure all children gain the support they need. They work together to form clear, achievable plans that meet the needs of each child and allow them to achieve their learning goals.
- The childminder and her assistant work well together, and each brings their own strengths to the provision. They evaluate the provision regularly and implement strategies for improvement. The childminder and her assistant have created an enabling environment for the children inside. However, the garden space does not offer the same level of learning opportunities to help those children who may learn better outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants fully understand their responsibility to safeguard children from harm. They can name the different types and symptoms of abuse, including female genital mutilation and domestic abuse. The childminder ensures adequate records are kept, and that her assistants know the procedure to follow when reporting an allegation against her, the assistants or a member of her family. The childminder attends local safeguarding groups to ensure she is aware of any concerns in the area and how they relate to young children and their families, which she shares with her assistants.

What does the setting need to do to improve?

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

- further develop the garden to provide a more enabling learning environment for those children that learn better outdoors.

Setting details

Unique reference number	2588993
Local authority	Swindon
Inspection number	10251176
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	12
Number of children on roll	23
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in July 2020. She lives in Highworth, Swindon. The childminder works with three assistants. Herself and two of these assistants hold a level 3 qualification. She offers care on Monday to Friday, from 7.30am to 6pm, all year round. The childminder receives funding for the provision of free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Louise Phillips

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 provider.
- The inspector and the childminder completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during play and assessed the impact this has on children's learning.
- The inspector spoke with the assistants at appropriate times throughout the inspection and completed a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff, children's registers, first-aid certificates and staff files.
- The inspector took account of written testimonials from parents.
- Children spoke and engaged with the inspector during 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.

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