

Childminder report

Inspection date:

23 November 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 welcomes children into this home-from-home environment. She prioritises building strong relationships with the children to help them feel safe and secure. The childminder encourages and praises the children during their play, which helps build their confidence and self-esteem.

Children independently explore the wide range of resources on offer. They make choices about what they want to do and learn. The childminder engages with the children during their play to extend their knowledge. For example, the children notice some construction work happening outside. They point out the window and say 'digger'. The childminder models new language by telling them, 'It's a big excavator.' She reads the children a story about excavators and diggers to reinforce their learning, which extends their knowledge of the world around them.

Younger children seek out the childminder to read a book or sing songs. They snuggle up on the sofa and enjoy their favourite stories, such as 'The Gruffalo'. The children join in with known phrases during the story, for example, giggling and saying 'owl ice cream'. This develops children's communication skills and creates a love of literacy.

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

- The childminder is clear about what she wants children to achieve and learn in her care. Her curriculum is a blend of adult-led activities and child-led play. She plans a range of activities aimed at supporting the children's interests and next stages of learning. However, the childminder does not always give children enough time to figure things out for themselves. This means children do not develop critical thinking skills or learn to solve problems by themselves.
- Children enjoy home-cooked meals and snacks provided by the childminder. They talk about their favourite fruits and vegetables, such as cucumbers, blueberries and strawberries. The children sit together at lunch and tuck into a healthy meal of macaroni cheese. They tell the childminder it is 'yummy'. This provides children with the knowledge of how to make good food choices.
- The childminder believes in building good partnerships with parents. She invites them into her home to watch their children play and to discuss their progress. The childminder gains information about the children's development during settling-in sessions, which she uses to establish their starting points. Parents receive lots of guidance and support with any concerns they might have about their children, such as potty training, using dummies or behaviour. The childminder sends home daily photos of the activities and learning. She shares policies and information with parents through an online application.
- Children behave well. The childminder supports them to take turns and resolve

conflicts, and uses gentle reminders to reinforce good behaviours. The childminder intervenes when children are in conflict situations and speaks to them when minor disputes arise. This helps children to manage their feelings and behaviours in the future.

- The childminder knows how important it is for children to spend time outside. She provides the children with a garden that they can access in all weathers. The children participate in a range of physical activities. They take walks to the local park where they run around, climb the play equipment and get out of breath, which strengthens their muscles and supports good health.
- Children show they can do some things independently. They ask to use the toilet and know how to wash their hands. However, the childminder does not consistently support children to develop good hygiene practices or manage their self-care, such as putting their hands in front of their mouths when they cough or learning how to wipe their noses. Children cough over toys and wipe their noses on their sleeve. Hygiene practices do not consistently help children to understand how germs can spread disease.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibility to safeguard the children in her care. She can identify the different signs and symptoms of abuse, such as female genital mutilation and neglect. The childminder keeps organised records and knows when to report any concerns about children to the relevant authorities. She is also aware of the procedure to follow if allegations are made against herself or a member of her family. The childminder is vigilant about safeguarding issues within the area, such as county lines and other drug-related crimes.

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 more time to work out and solve problems for themselves to further develop their critical thinking
- further develop children's independence skills to help them to learn how to manage their own personal hygiene needs and self-care routines.

Setting details

Unique reference number	2589762
Local authority	Swindon
Inspection number	10251202
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in July 2020. She lives in Swindon, Wiltshire. The childminder offers her service from Monday to Friday, from 7.30am to 6.30pm, all year round, with the exception of family and bank holidays. The childminder is registered to receive funding for the provision of free early education for children aged two, three and four years.

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 to assess the impact this has on children's learning.
- The inspector and the childminder completed a joint observation.
- 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 childminder's suitability, child registers and accident forms.
- 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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